

Introduction to Positive Education

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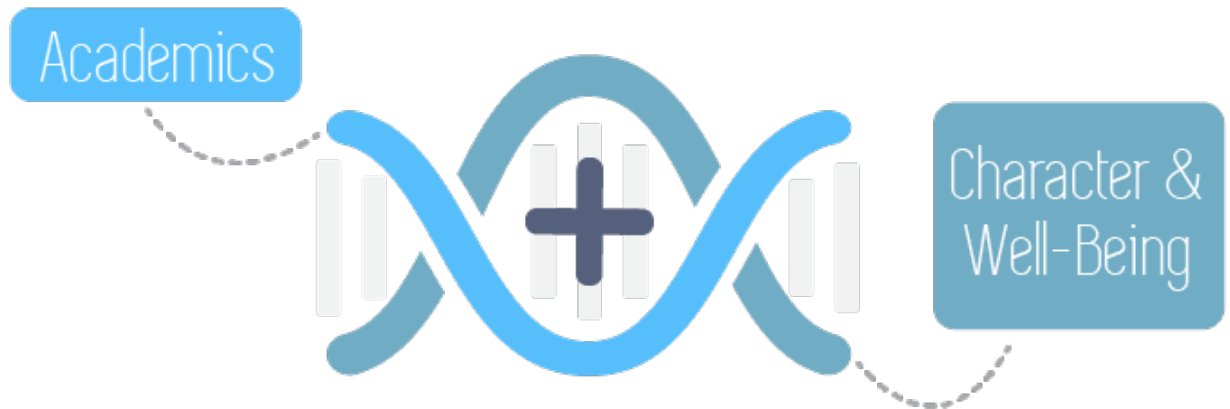
“Look at me Marge, I'm making people happy! I'm the magical man, from Happy Land, in a gumbdrop house on Lollypop Lane.....

Oh by the way I was being sarcastic...”

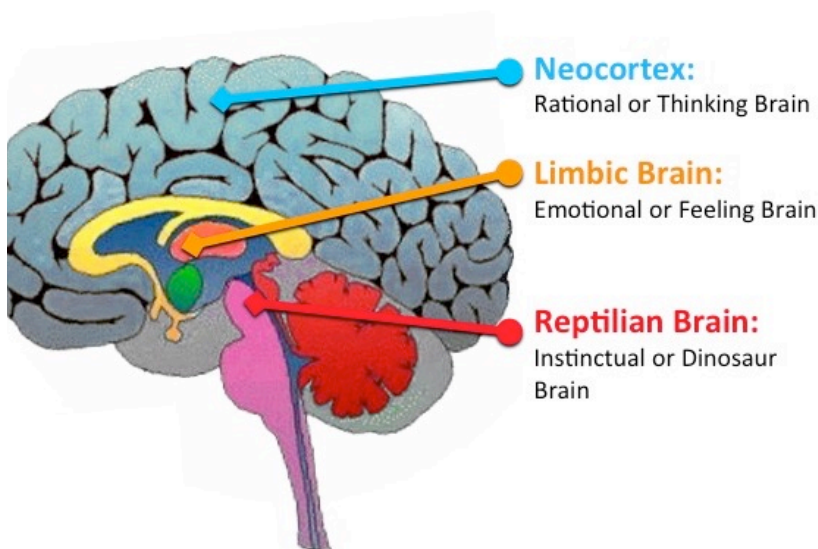
- Homer Jay Simpson

- The What, the Why & the How
- Important hypotheses
- Tools & resources
- Tiny wins & magnificent fails

The What and the Why



Neuroscience 101



Negativity Bias (*Bad is stronger than good, Baumeister et al., 2001*)

Hedonic Treadmill (*Beyond the hedonic treadmill: revising the adaptation theory of well being, Diener et al., 2006*)

Broaden & Build (*Fredrickson, 2008; Isen et al (1972, 1985, 1986, 1999)*)

Meta-analysis – Positive Emotion

225 studies

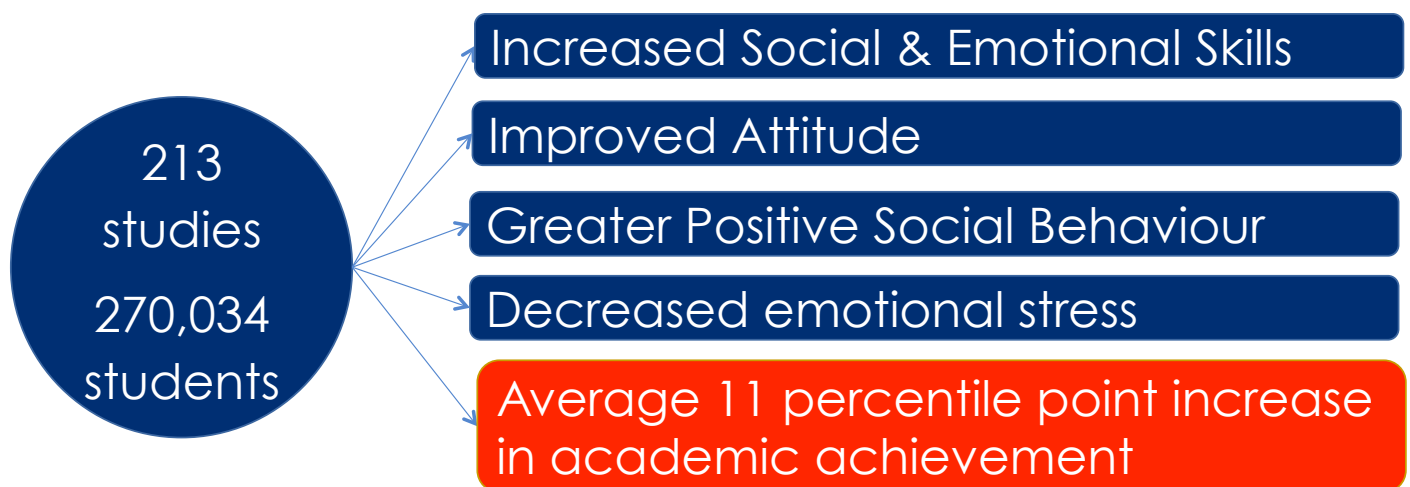
Over 275,000 participants

Cross-sectional, Longitudinal, Experimental

- Social relationships
 - Physical wellbeing
 - Work life satisfaction
 - Creativity & problem solving
-
- Greater immunity & longevity
 - Predicts greater financial independence from adolescence

*The Benefits of Frequent Positive Affect
Does Happiness Lead to Success?, Lyubomirsky, King & Diener (2005)*

Meta-analysis – Positive Education



Durlak et al. (2011)

PERMA+

Seligman (2011)

Positivity
Relationships
Outcomes
Strengths
Purpose
Engagement
Resilience



RAW MODEL OF FLOURISHING



Self Determination Theor
Deci & Ryan, 2000

Joble & McGrath (2015)

Green & Palmer (2014)

Teacher Wellbeing ↔ Student Wellbeing

Poor teacher engagement impacts student engagement levels
(Education, 2014)

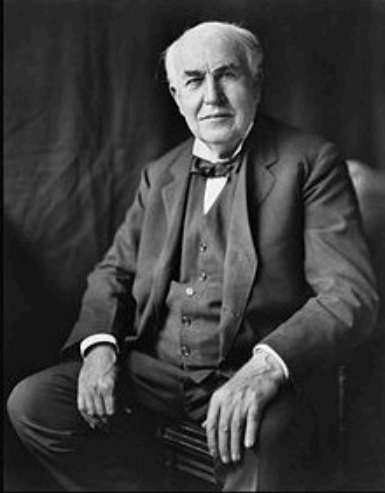
Emotionally exhausted teachers may use reactive and punitive responses that contribute to negative classroom climates and student-teacher relationships (Osher et al 2007; Yoon 2002)

Quality of relationships with peers/teachers and positive versus negative school experiences – student connectedness (Bond et al 2007)

Poor school connectedness results in poorer academic & mental health outcomes for students (Bond et al 2007)



General Disclaimer!

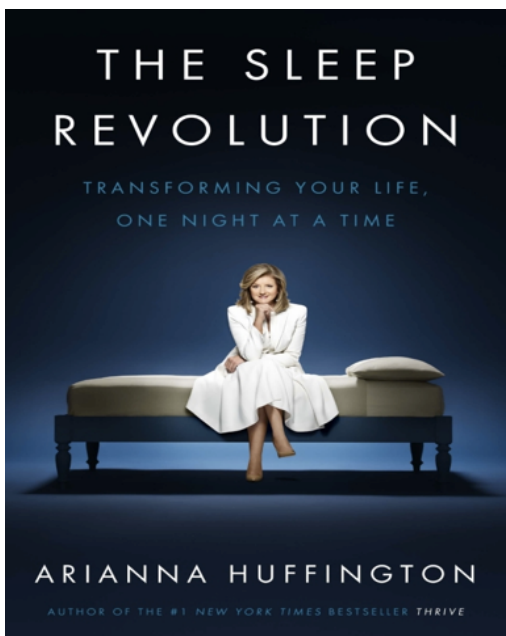


Hell, there are no rules here — we're trying to accomplish something.

(Thomas Edison)

izquotes.com

+ Health Mind/Body



My Bonnie lies over the ocean

My Bonnie lies over the ocean
My Bonnie lies over the sea
My Bonnie lies over the ocean
Oh bring back my Bonnie to me



Bring back, bring back,
oh bring back my Bonnie to me, to me
Bring back, bring back,
oh bring back my Bonnie to me

Thanks to Dr Bernie Holland - ACHPER

*P*ositive Emotions

"Well yeah, and I'm sad. But at the same time I'm really happy that something can make me feel that sad. It's like... it makes me feel alive, you know? It makes me feel human. The only way I can feel this sad now is if I felt something really good before. So I have to take the bad with the good. So I guess what I'm feeling is like a beautiful sadness."



Creativity Perspective
Judgment Curiosity
Honesty Bravery HUMOR Fairness
PERSEVERANCE Zest
Love Kindness Leadership
Social Intelligence Love of Learning
Forgiveness Humility PRUDENCE
Appreciation of Gratitude SELF-REGULATION
Beauty & Excellence HOPE Spirituality

Growing scientific research on mindfulness in education

- Positive impacts on:
 - Psychological health
 - Behavioural regulation
 - Interpersonal relationships

(Brown, Ryan & Creswell, 2007)



Create Mindful Rituals



- Checking in
- Visual reminders
- Start (& end) of day
- Transitions
- Walking meditation
- Mindful eating
- Mindful daily tasks (shower, brushing teeth, chores)
- Connect with nature

Mindfulness Resources



ReachOut
Recharge

MINDUP[★]

Positive Relationships



Other People
Matter

Christopher Peterson
1950 - 2012

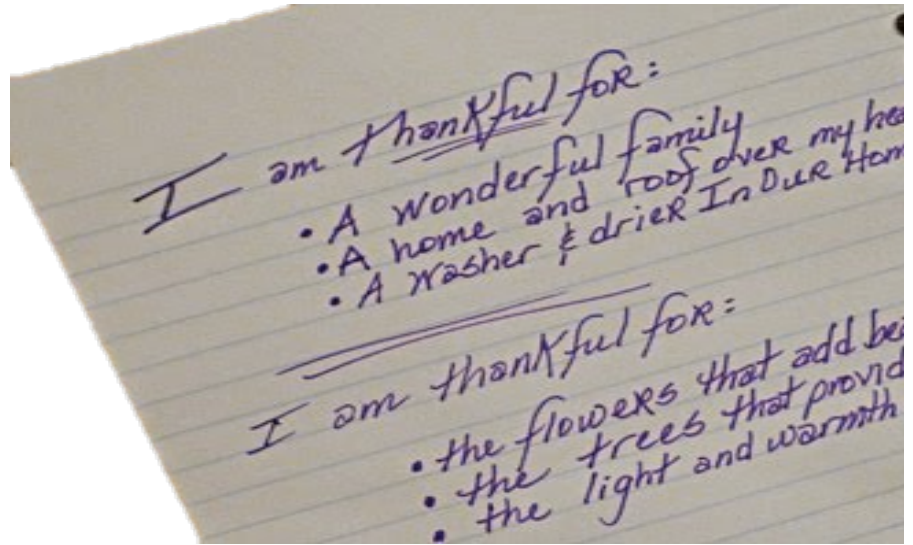
Positive Relationships



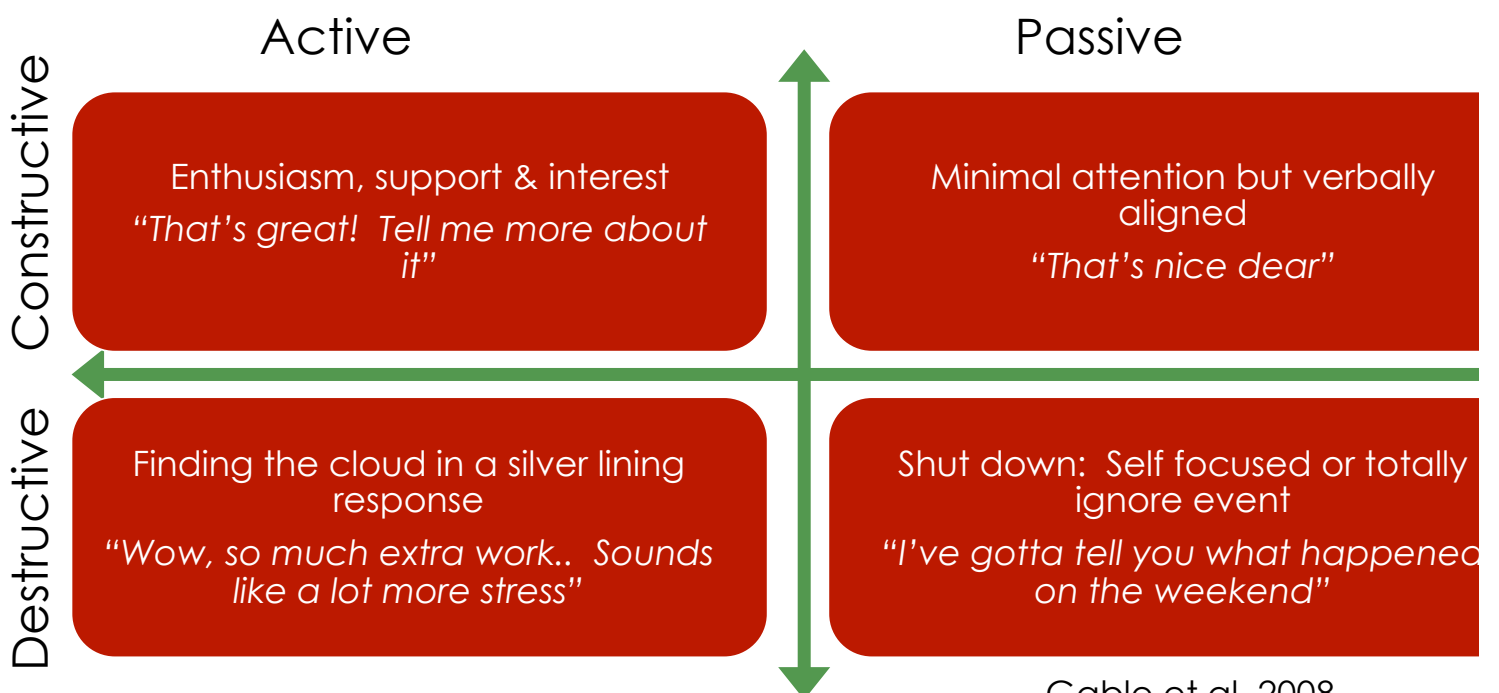
Baumeister, R, (1995), *The Fundamental Need to Belong*

Csikzentmihalyi, M, *Good Business - Leadership, Flow & the Making of Meaning*

Practice Gratitude



Active Constructive Responding





Share the Joy of the 'why'

Fixed MINDSET	Growth MINDSET	Benefit MINDSET
Everyday experts who seek perfection and avoid failure	Everyday achievers who seek success and mastery	Everyday leaders who seek to 'be well' and 'do good'
Focus on production, questioning what they do	Focus on productivity, questioning how they do it	Focus on purpose, questioning why they do it
Mostly individualistic , ego-system benefit	Mostly individualistic , ego-system benefit	Individual and collective , ego and eco-system benefit
Feels threatened by the success of others and achieves less than their full potential	Finds lessons in the success of others, to reach ever-higher levels of personal achievement	Discover their strengths and meaningfully contribute to a future of greater possibility

Ash Buchanan, MAPP

The Research?

Those with meaning in their lives...

- Are happier (Debate et al, 1993)
- Profess greater overall well-being (Bonebright et al, 2000); life satisfaction (Chamberlain & Zika, 1988); control over their lives (Ryff, 1989) and more engaged in their work (Bonebright et al, 2000);
- Also less negative affect (Chamberlain & Zika, 1998), workaholism (Bonebright et al 2000), suicidal ideation & substance abuse (Harlow et al 1986) and less need for therapy (Battista & Almond, 1973)

Accomplishment

Related PP Constructs:

- Grit
- Self-Control
- Self-Efficacy
- Self-Concordance
- Self-Determination
- Growth Mindsets



Growth mindset research

80%

Intelligence Praise

Factual Praise

Process Praise

50%

Challenging Task

More Challenging Task

Decline in fun reported
67% chose performance goals
More likely to "blame" ability
86% chose to read others results
38% lied to others about results

50/50 learning/performance
14% lied about results

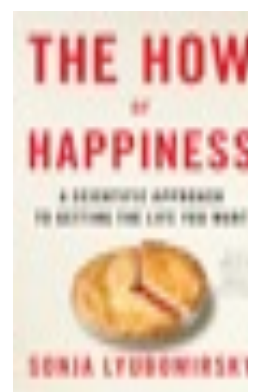
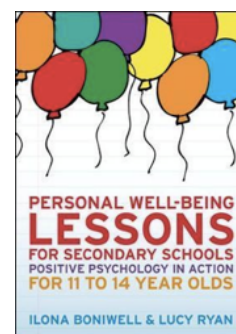
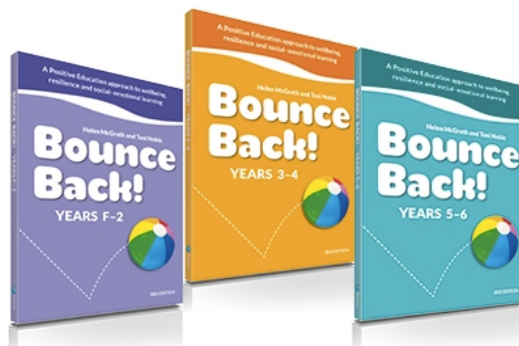
92% chose learning goals
More likely to "blame" lack of effort
23% chose to read others results over performance strategies
13% lied about results

Mueller, C. M., & Dweck, C. S. (1998). Intelligence praise can undermine motivation and performance. *Journal of Personality and Social Psychology*, 75, 33-52

Resources

WINDUP

REACH OUT.COM



Positive Schools



The Centre for Positive Psychology



PESA
Positive Education Schools Association

Tiny wins & magnificent fails

- Gratitude board
- Teacher Appreciation Day
- Curry club



Tiny wins & magnificent fails

**Comment survivre
dans un monde
plein de gosses!**



- Don't just 'do' it, *experience* it!
- Allow for & encourage more savouring
- Create a balance – mind the cheese
- Accept you cannot please everyone
- Celebrate your wins

“Do your karma without attachment for the fruit it reaps” – Krishna, Bhagavad Gita

Take risks,
have fun,
and PLAY!



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