



# PESA

Positive Education Schools Association

*Wellbeing & School Belonging*

## PESA Victoria Chapter Conference 2018

Wednesday 19 September 2018



Proudly hosted by



178/180 Mahoneys Rd, Burwood East

# Acknowledgement of Country

The Positive Education Schools Association and the PESA Victoria Chapter acknowledge that we are meeting today on the traditional country of the Wurundjeri people. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Wurundjeri people living today.



# About the Positive Education Schools Association (PESA)

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

## PESA History

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

Early in 2012, Peninsula Grammar (Victoria), St Peter's College (South Australia) and Knox Grammar School (New South Wales) met with Associate Professor Lea Waters at the University of Melbourne's Graduate School of Education, to explore the likely benefits of forming an association of educators who shared the vision of promoting Positive Education in all schools across the nation.

The notion of learning from each other, as well as encouraging other schools to embrace the tenets of positive psychology was clearly a shared vision of these three schools.

A few months later, the leaders of nine schools from across Australia came together at St Peter's College in Adelaide for an inaugural workshop at which the foundations of the association were discussed.

Much work was done during 2012 – 2013 to develop the mission, vision and core values of the new association, which was to be named the Positive Education Schools Association. This work was assisted greatly by Michelle McQuaid, using an Appreciative Inquiry approach.

From the beginning, there was a strong commitment for PESA to be an association of educators and schools from all sectors, across regional and metropolitan Australia: government, independent and systemic.

The founding schools of PESA provided countless hours of support and generous financial assistance to enable our Association to formally launch at the 4<sup>th</sup> Australian Positive Psychology & Wellbeing Conference held at the University of Melbourne in February 2014.

## PESA Vision

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

## PESA Mission

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

## PESA Board

**Chairman:** Simon Murray OAM  
**Deputy-Chair:** Anne Johnstone  
**Treasurer:** Warren Symonds

Leonie Abbott  
Joanne Alford  
Janis Coffey  
Charlie Scudamore



## PESA Chairman's Welcome



**Simon Murray OAM**  
PESA Chairman

On behalf of the Board of Directors of the Positive Education Schools Association (PESA), I am delighted to extend a very warm welcome to you to our second PESA Victoria Chapter Conference.

Forest Hill College is our host today and we offer our sincere thanks for their support of our conference.

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

Today's conference is significant; it marks the continued growth of our association, and the establishment of State and Territory Chapters across Australia, to support and connect our members at a local level, has been one of PESA's key achievements over the course of 2018.

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

At this conference, you will learn from some of Australia's most experienced and well-respected Positive Educators, who will share with you the latest research, data and a wealth of experience. Our workshop presenters will provide insights and practical takeaways for whatever stage you are at in your own Positive Education journey – whether you are keen to learn about designing a Positive Education strategy, adopting a Positive Education approach in your school, or embedding and growing your current Positive Education practices.

I can assure you that today's conference will provide a wealth of relevant tools and information. I would like to express my gratitude to the many people presenting keynotes and workshops today for generously sharing their knowledge and experience.

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

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

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

# Conference Welcome



**Marita Hayes-Brown**  
PESA CEO

A very warm welcome to the second Positive Education Schools Association Victoria Chapter Conference.

Our State and Territory Chapters support and assist our members on a local level, provide our association with insights and ideas from our members' grass-roots experiences, and run state and territory-based professional development events, such as this conference.

It has been inspiring over the past 12 months to watch our Chapters developing nation-wide, and indeed our Victoria chapter has been very active since its establishment – it's remarkable what is possible with hard work, enthusiasm and collaboration.

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

A very special vote of thanks to our host Forest Hill College, for their very generous support of our event.

Thanks also to our keynote and workshop presenters who are making time in their busy schedules to generously share their experience and expertise today.

I hope you take every opportunity today to connect, collaborate and share your ideas and knowledge with other delegates, and I am confident that each of you will leave this conference feeling inspired and energised about Positive Education and its power to enhance student and wider community wellbeing.

PESA is committed to supporting you to create and grow thriving, supportive schools, at which young people can become their best selves, equipped and eager over the course of their lifetimes to contribute to more flourishing communities.



**Hayden Gyles**  
PESA Victoria Chapter Chair

On behalf of the PESA Victoria Chapter, I'm very proud to welcome you to our annual State Conference.

In planning this conference, we wanted to ensure that every delegate would leave with some practical hands-on tools to implement into their practice. I'd like to thank all of our workshop, inspire session and keynote presenters for providing us with these opportunities.

Well done on being here today. You are the reason that Positive Education continues to grow in Victoria and you are the reason that Australia continues to be seen as a world leader in this field.

I hope you can use today's opportunity to meet and connect with others to share your Positive Education journeys.

Many thanks to our 2018 Victorian Committee:

**Chair:** Hayden Gyles, Sentral Education  
**Vice Chair:** Jessica Taylor, Geelong Grammar School  
**Secretary:** Brendan Bailey, Berry Street Education Model  
**Treasurer:** Graham Ruffles, Camberwell Grammar School  
Amanda Francis, Alia College  
Annabelle Knight, St Michael's Grammar School  
Marianne McEwen, Forest Hill College  
Sarah Roney, Langwarrin Positive Education Network  
Fiona Birkin, Mount Scopus Memorial College  
Kate Sunderland, Templestowe Park Primary  
Christine Daicos, Christine Daicos & Associates  
Lisa Baker, Ballarat Grammar School, Centre for Early Education  
Taela Davis, Frankston City Council - Youth Services  
Athena Vass, Buckley Park College  
Julie Ann Brooks, Niño Early Learning Adventures  
**PESA CEO:** Marita Hayes-Brown

# Program at a Glance

Wednesday 19 September

Time	Event	Place
8.50 - 9.15am	<b>CONFERENCE REGISTRATION</b>	Kel Watson Theatre foyer
9.15 - 9.25am	<b>WELCOME &amp; ACKNOWLEDGEMENT OF COUNTRY</b> Hayden Gyles – PESA Vic Chair Marita Hayes-Brown – PESA CEO	Kel Watson Theatre
9.25 - 10.15am 50 mins	<b>KEYNOTE</b> <b>Belonging Unpacked: Barriers, Boosters, And Practical Strategies to Help Young People Feel Like They Belong</b> <i>Dr Peggy Kern and Dr Kelly-Ann Allen, University of Melbourne</i>	Kel Watson Theatre
10.15 - 10.20am	<b>STUDENT REFLECTIONS - VIDEO MONTAGE</b>	Kel Watson Theatre
10.30 - 11.20am 50 mins	<b>MASTERCLASSES</b> <b>Delegates choose 1 of the 3 on offer</b>	
	<b>An Introduction to Positive Education</b> <i>Dr Paige Williams, University of Melbourne</i>	S13
	<b>headspace and the National Education Initiative</b> <i>Helen Butler, headspace</i>	STEAM Centre
	<b>Building Belonging for Students Through Predictable Routines</b> <i>Leonie Abbott and Damien McKee, Berry Street</i>	MY9
11.20 - 11.40am	<b>MORNING TEA</b>	(LC5) Canteen
11.45 - 12.30pm 45 mins	<b>WORKSHOPS – Session 1</b> Please refer to workshop schedule following – delegates choose 1	Leonardo Centre Middle Years Learning Centre
12.35 - 1.20pm 45 mins	<b>WORKSHOPS – Session 2</b> Please refer to workshop schedule following– delegates choose 1	Leonardo Centre Middle Years Learning Centre
1.20 - 2pm 40 mins	<b>LUNCH</b>	(LC6) Canteen
2.10 - 2.15pm	<b>STUDENT REFLECTIONS - VIDEO MONTAGE</b>	Kel Watson Theatre
2.15 - 3.05pm 50 mins	<b>KEYNOTE</b> <b>Geelong Grammar School: 10 Lessons Learned in 10 Years of Positive Education (What Went Wrong)</b> <i>Rhiannon McGee</i>	Kel Watson Theatre
3.10 - 4.10pm 60 mins	<b>INSPIRE SESSIONS</b> <b>10 x 6-minute sessions</b>	Kel Watson Theatre
4.15 - 4.30pm 15 mins	<b>CLOSING ADDRESS</b> Hayden Gyles – PESA Vic Chair	Kel Watson Theatre

# Keynote & Masterclass Presenters

Listed in order of appearance



## Dr Peggy Kern & Dr Kelly-Ann Allen University of Melbourne

**Dr Peggy Kern** is a senior lecturer at the Centre for Positive Psychology within the University of Melbourne's Graduate School of Education.

Her research focuses on understanding, measuring, and supporting wellbeing across the lifespan. She works with schools and workplaces and examines strategies for bridging gaps between research and practice. She has published 2 books and over 70 peer-reviewed articles and chapters. You can find out more about Dr Kern's work at [www.peggykern.org](http://www.peggykern.org)

**Dr Kelly Allen** is an endorsed Educational and Developmental Psychologist and Fellow of the University of Melbourne. She is nationally and internationally recognised for her research in social connectedness, belonging, and social and emotional learning, and for her translation of this within educational contexts. Dr Allen is a school psychologist and sessional academic and provides professional supervision to psychologists at different stages of career in private practice and schools. Dr Allen has contributed numerous publications and has presented at national and international conferences. Dr Allen's professional standing is verified by her full membership of the Australian Psychological Society and College of Educational and Developmental Psychologists, where she is currently National Treasurer and her committee involvement with the American Psychological Society, Division 15 (Educational Psychology).

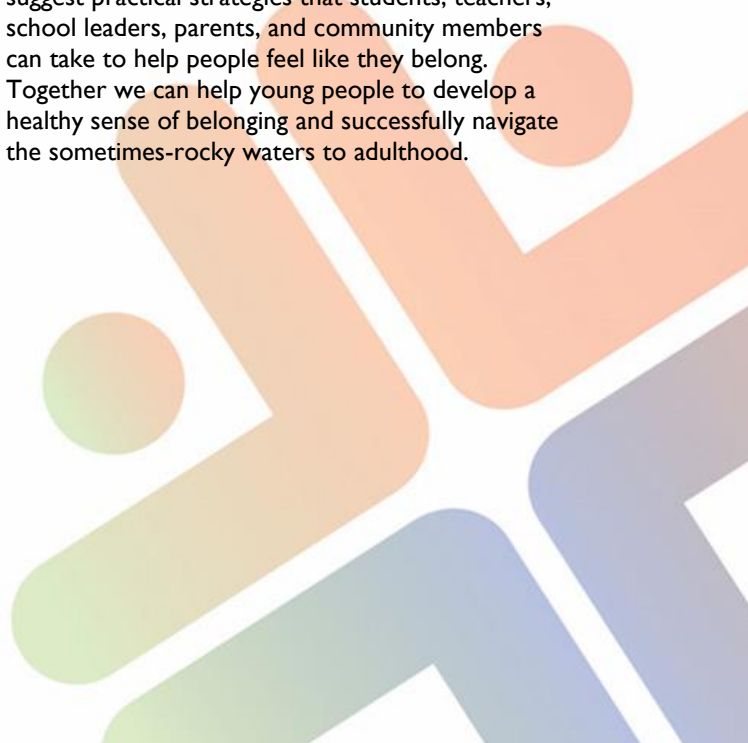
This session has been generously sponsored by:



SENTRAL.COM.AU

## Belonging Unpacked: Barriers, Boosters, And Practical Strategies to Help Young People Feel Like They Belong

School belonging reflects a student's sense of being connected to a school within a school social system. Considerable research finds that school belonging plays an important protective role against mental illness. Yet data reported by the Program for International Student Assessment (PISA) finds that a growing number of adolescents around Australia feel disconnected from their school. These trends are concerning for educational outcomes, social equity, and mental health. But there are no simple solutions - a lack of belonging is a multisystemic problem, which necessitates a systems-informed approach. In this talk, we highlight the multiple factors that converge to impact belonging, and suggest practical strategies that students, teachers, school leaders, parents, and community members can take to help people feel like they belong. Together we can help young people to develop a healthy sense of belonging and successfully navigate the sometimes-rocky waters to adulthood.



# Keynote & Masterclass Presenters, cont.

Listed in order of appearance



**Dr Paige Williams**

**Centre for Positive Psychology,  
Melbourne Graduate School of Education**

Dr Paige Williams is a Lecturer at the Centre for Positive Psychology within the Melbourne Graduate School of Education. She leads the 'Applications of Positive Psychology' subject within the Masters of Applied Positive Psychology, the 'Leading Schools the Leading Self' subject within the Masters of Instructional Leadership and the Professional Certificate in Positive Psychology. Following more than 15 years international business leadership experience, Paige's PhD examined change pathways and processes to create wellbeing at work. She has published a number of peer-reviewed journal articles in areas such as positive change, employee wellbeing, positive education and appreciative inquiry. Her research interests include positive systems science, organizational change and thriving at work

## ***AN INTRODUCTION TO POSITIVE EDUCATION***

Governments in Australia and other developed countries are recognizing that schools can be a key source of the skills and competencies that support young people's capacity for successful adaptation to navigate the increasingly complex world of the 21st century (O'Connor, Sanson et al. 2015). Indeed, Wyn (2007) argues that "the goals of promoting individual and social wellbeing and social cohesion through education pose significant challenges for educational policy" (p.35).

The emergence of the field of Positive Education is testament that schools are recognizing the need to provide the environment and culture in which young people can flourish and develop intellectually and morally. But what is positive education?

In this keynote we explore the history and development of the field, its current scope and evidence base and the challenges and opportunities for the future



**Helen Butler**  
**headspace**

Beginning her working life as a teacher and student welfare coordinator in Victorian secondary schools, Helen has pursued her passion for student wellbeing and social justice through teaching, research and school-based wellbeing initiatives. For 11 years at the Centre for Adolescent Health, Melbourne, she led the development of materials and professional learning for promoting connectedness and emotional wellbeing in school communities. From 2008-2017, Helen worked as a senior lecturer in education, focused on student wellbeing, at the Australian Catholic University, Melbourne campus. This was a great opportunity to work with pre-service, in-service and postgraduate teachers on a range of wellbeing related areas, including social and emotional learning, restorative and inclusive practices, mental health, teacher wellbeing, and family-school partnerships. She recently completed a PhD on student wellbeing as educational practice, exploring how educators understand and engage with student wellbeing. Since 2015, Helen has worked as a National Education Advisor with headspace National Youth Mental Health Foundation, helping to build the capacity of school communities to improve mental health outcomes for children and young people. This work spans prevention, early intervention, and suicide postvention (how to prepare for, respond to, and recover from youth suicide).

## ***HEADSPACE AND THE NATIONAL EDUCATION INITIATIVE***

In this masterclass, Helen will share her perspective on the place and importance of belonging in school improvement and whole school approaches to the promotion of mental health and wellbeing, and the synergies with positive education. Helen will outline how the NEI will build on these traditions of practice and highlight practical implications for the work of educators.



# Keynote & Masterclass Presenters, cont.

Listed in order of appearance



**Leonie Abbott & Damien McKee**

**Berry Street Education**

**Leonie Abbott** (BEd, GCertBusAdmin, MAppPosPsych) is the senior trainer, co-author and editor of the Berry Street Education Model. She currently supports a diverse range of schools with Trauma Informed Positive Education training, curriculum and strategies to enable school leaders to embed and sustain the science of wellbeing across a whole-school approach. Leonie is a foundation graduate of the Master of Applied Positive Psychology from The University of Melbourne. She has over 20 years of education leadership experience and is also a Board Director of PESA (Positive Education Schools Association) in Australia. She integrates trauma-informed pedagogy and the science of wellbeing in her interactions with communities and believes Positive Psychology is a powerful road map for continuous growth.

**Damian McKee** is the Assistant Principal of the Berry Street School (Ballarat Campus). He has been a teacher for 31 years, having worked in the Catholic sector for 29 of those years. His previous role was Deputy Principal at St Bernard's College in Essendon. Damian led the establishment of the school at Sebastopol from November 2016 overseeing building and refurbishment programs, the hiring and training of staff, and most importantly, establishing a culture of learning that supports vulnerable and disengaged young people who have a trauma history. Damian leads a staff of seven dedicated teachers and support workers.

## ***BUILDING BELONGING FOR STUDENTS THROUGH PREDICTABLE ROUTINES***

Creating consistent routines in classrooms is particularly supportive for vulnerable students. Leonie and Damien will share the evidence and practical application of building whole school practices in Positive Education. They will encourage educators in being "Sunspot Teachers" who are early adopters of Positive Education strategies and who intuitively teach with the whole-child in mind. This session will also address the challenge of creating consistency in their teachers' practice across an entire school campus.



**Rhiannon McGee**

**Geelong Grammar School**

**Rhiannon McGee** is the Head of Positive Education at Geelong Grammar School, leading the School's wellbeing program across four campuses. Rhiannon also leads the Faculty of Movement, Wellbeing and Behavioural Sciences, incorporating Positive Education, Psychology and Health and Physical Education. In the past ten years, Rhiannon has held a range of leadership roles in the area of student wellbeing, most recently as the Director of Wellbeing and Positive Education at Loreto Mandeville Hall, Toorak. In this position, Rhiannon oversaw the development and implementation of a whole-school approach to Positive Education, underpinned by Appreciative Inquiry. Rhiannon is passionate about the promotion of community wellbeing and furthering the field of Positive Education. This has led her to complete the Masters of Education (Student Wellbeing), the Professional Certificate in Positive Education and the Masters of Applied Positive Psychology at the University of Melbourne. Rhiannon is also an English teacher with an interest in philosophy, the arts, music and travel.

## ***GEELONG GRAMMAR SCHOOL: 10 LESSONS LEARNED IN 10 YEARS OF POSITIVE EDUCATION (WHAT WENT WRONG)***

In 2008, Geelong Grammar School (GGS) became the first school in the world to implement a whole-school approach to wellbeing, based on the emerging science of Positive Psychology. This approach became known as Positive Education and has helped transform the educational landscape in Australia and internationally. As GGS's model for Positive Education has evolved, the field has continued to grow and GGS has been committed to assisting as many schools as possible in their quest to place wellbeing at the heart of education with Positive Education. In this interactive masterclass, Rhiannon McGee, Head of Positive Education at GGS will explore 10 of the most important lessons learned from GGS's first decade of Positive Education: what went well, what went wrong and where to next. Rhiannon will share and discuss her insights into the first decade of Positive Education at the School.

## Professional development opportunities to change your life, your teaching and your school.

Our premier wellbeing courses include:

- Discovering Positive Education
- Discovering More Positive Education
- Positive Teaching Practices
- Embedding Character Strengths
- Exploring Mindfulness
- Getting Started with Positive Education
- Positive Education in Action
- Building a Wellbeing Culture in Schools
- Understanding and Managing Teacher Stress
- Implementing Positive Education

**BOOK NOW:** [www.instituteofpositiveeducation.com](http://www.instituteofpositiveeducation.com)



INSTITUTE OF  
**POSITIVE  
EDUCATION**



## Study and research with us Centre for Positive Psychology

Embark on your professional development at Australia's No. 1 university:

- Master of Applied Positive Psychology
- Professional Certificate in Education (Positive Education)
- Professional Certificate in Positive Psychology

Contact us for research collaboration

Visit: [education.unimelb.edu.au/cpp](http://education.unimelb.edu.au/cpp)

Enquiries: [mgse-pospsych@unimelb.edu.au](mailto:mgse-pospsych@unimelb.edu.au)

CRICOS 00116K

# Workshop Schedule

## Session 1

11.45am

Listed alphabetically by presenter surname

Workshop No	Room	Title	Presenter	Beginner/ Intermediate/ Advanced
1	LC 2	Appreciative Inquiry for Student Leadership (Primary or Secondary)	<b>Joanne Alford</b> St Francis Xavier College	Beginner
2	LC 3	Building Positive Relationships with Parents and Their Children's Learning Using a Guided Learning Walk Approach	<b>Anthony Dalton</b> Tony Dalton Consulting	Intermediate
3	LC 4	Habits of Mind - Developing Strong and Positive Learning Habits	<b>Michelle Falzon</b> Catholic Regional College	Intermediate
4	MY 3	Powerful Strategies for Building Belonging	<b>Jack Greig &amp; Brendan Bailey</b> Berry Street Education Model	Intermediate
5	MY 6	Experiential Learning: How to Make PosEd Come Alive Through the Explicit and Implicit Curriculum	<b>Bree Harris</b> Macleod College	Intermediate
6	MY 7	Promoting a Mathematical Mindset	<b>Simon McIntosh</b> Parkmore Primary School	Intermediate
7	MY 8	Wellbeing Literacy: Central to Positive Education (Workshop 1 of 2)	<b>Lindsay Oades &amp; Alexandra Johnston</b> University of Melbourne	Beginner/ Intermediate

# Workshop Schedule

## Session 2

12.35pm

Listed alphabetically by presenter surname

Workshop No	Room	Title	Presenter	Beginner/ Intermediate/ Advanced
1	LC 2	What Makes an Exceptional Whole School Student Wellbeing Program?	<b>Adrienne Baucke &amp; Saraid Doherty</b> Parkmore Primary School & Yarra Primary School	Intermediate
2	LC 3	Wellbeing Literacy: Central to Positive Education (Workshop 2 of 2)	<b>Lindsay Oades &amp; Alexandra Johnston</b> University of Melbourne	Beginner/ Intermediate
3	LC 4	Igniting Personal Purpose to Help Your Students Belong & Flourish Now and Into the Future	<b>Mariane Power &amp; Jenna O'Connell</b> The Posify Group	Intermediate
4	MY 3	Beyond Gratitude: Designing a Culture of Appreciation, Thankfulness and Self Awareness that Endures	<b>Matthew Scott</b> Rivercrest Christian College	Intermediate
5	MY 6	A Village in The Classroom: Using Positive Psychology for Positive Classroom Management	<b>Sandra Surace</b> St Catherine's Primary School Moorabbin	Beginner
6	MY 7	Implementing Positive Psychology -Year 10 Elective	<b>Athena Vass</b> Buckley Park College	Intermediate
7	MY 8	SESSION CANCELLED Amplifying their Voices - How to Foster Self-Acceptance in Young People	<b>Ruby Watson</b> Girls Rock! Melbourne	Beginner

# Workshop Abstracts – Session 1

Listed alphabetically by presenter surname

## **Appreciative Inquiry for Student Leadership (Primary or Secondary)**

**Joanne Alford**

St Francis Xavier College

In this workshop participants will go through a short Appreciative Inquiry experience so that they are able to feel confident in running their own AI student leadership summit. Student leaders are voted in by students for a year, traditionally students go into problem solving mode to try to make a positive impact. They look at what they can fix to make the school a better place, they want to make a difference and positively contribute but they look at the school through a deficit lens to identify their focus. Students can get overwhelmed using a deficit lens when trying to energise staff and students with their initiatives and they can also de-energise the very people that are there to support them by having conversations with teachers and support staff about what is wrong with the school. This workshop is interactive and resources will be shared so that participants can return to school ready to run their first AI summit.

## **A Guided Learning Walk Approach to Building Positive Relationships with Parents and Their Children's Learning**

**Anthony Dalton**

Tony Dalton Consulting

Schools know the importance of engaging parents in their children's learning but get confused and use strategies they think are engaging of parents which actually are simply involvements. In this workshop, practical hands-on strategies for engaging parents will be modelled. Feedback from school leaders indicates that a guided learning walk for parents engages parents with their children's learning, gives parents new positive insights into children's learning, affirms the work of the school and provides impetus for engaging conversations in the home. Participants in this workshop presentation will leave with a clearer understanding of the difference between parent involvement and engagement, a protocol explained and demonstrated and a readiness to enact a learning walk in their own setting, resources for practical parent engagement strategies and a positive mindset about partnering with parents. An effective learning walk for parents captures everyone's imagination, parents, teachers and school leaders.

## **Habits of Mind - Developing Strong and Positive Learning Habits**

**Michelle Falzon**

Catholic Regional College

Participants will engage in conversation about the dynamic nature of sustainable and empowering learning habits. Particular focus for this workshop will be based on the following two questions; 'How do we build sustainable and empowering learning habits?' And 'How do we enhance our curiosity to strengthen and drive our desire to flourish?' 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 and confronting. Unpacking and investigating basic elements of neuroscience will transfer in to exploring habits of mind. Interactive activities will give participants the opportunity to gain greater understanding of how to develop strong, more positive and sustainable learning habits.

## **Powerful Strategies for Building Belonging**

**Jack Greig & Brendan Bailey**

Berry Street Education Model

Jack and Brendan from the Berry Street Education Model team are happy to present a workshop based on the science of building a relational classroom environment and school belonging. We will share classroom strategies and curriculum resources informed by the latest academic research and our experiences in schools implementing the Berry Street Education Model.



## **Experiential Learning: How to make Pose Ed come alive through the explicit and implicit curriculum**

**Bree Harris**

**Macleod College**

There's been a rapid surge in research into the role of Positive Psychology within secondary education, which can feel overwhelming at times when as teachers we are juggling an already crowded curriculum. If you want to make Positive Education a tangible student experience, our students need accessible opportunities to experience first-hand the skills and concepts afforded by its underlying science, for lasting promotion of wellbeing to occur. Positive Education principles also need to be embedded into all aspects on school life from physical spaces, to school policy, to student voice. This workshop will provide ideas for experiential learning in the classroom as well as easy-to-implement ideas for making Positive Education the genuine heart and soul of your schools.

## **Promoting a Mathematical Mindset**

**Simon McIntosh**

**Parkmore Primary School**

You have probably heard people say they are just bad at math, or perhaps you yourself feel like you are not "a math person." Not so, says Parkmore Primary Numeracy Leader Simon McIntosh (The Educator 2017 Hot List Award Winner), who shares the brain research showing that with the right teaching and messages, we can all be good at math. In this presentation Simon will present the power of adopting a 'Growth Mindset Approach' to the teaching of math, while throughout the presentation Simon will share a range of innovative activities that promote develop effective 'Mathematical Mindsets' in all students. Join the #MathsRevolution!

## **Wellbeing Literacy: Central to Positive Education (Workshop 1 of 2)**

**Lindsay Oades & Alexandra Johnston**

**University of Melbourne**

This workshop aims to build participants' knowledge and understanding of wellbeing literacy within the framework of positive education. Actions to improve our wellbeing can involve language, and wellbeing literacy employs practical wisdom in the use of language (including vocabulary), knowledge and skills towards building wellbeing. Building wellbeing literacy involves the deliberate practice of wellbeing related language across different modes of communication. Within the Australian Curriculum (ACARA) this process of language transfer may be conceptualised as texts, where reading, listening and viewing are comprehending texts; and writing, speaking and creating are composing texts. We contend that positive builds capacity towards the controlled use of wellbeing related language. Wellbeing literacy therefore is key to positive education.

# Workshop Abstracts – Session 2

Listed alphabetically by presenter surname

## What Makes an Exceptional Whole School Student Wellbeing Program?

Adrienne Baucke & Saraid Doherty

Parkmore Primary School & Yarra Primary School

Hear how Parkmore Primary has developed an exceptional whole school wellbeing program. Underpinning innovation at Parkmore is the integrated approach to wellbeing. This practical and hands on workshop will share exemplars of the integration of character strengths, mindfulness and growth mindsets across the whole school.

## Wellbeing Literacy: Central to Positive Education (Workshop 2 of 2)

Lindsay Oades & Alexandra Johnston

University of Melbourne

This workshop builds on foundations of wellbeing literacy to explore personalised wellbeing planning within the context of positive education. Wellbeing literacy will be introduced as a necessary precondition for collaborative personalised wellbeing planning. That is, to collaborate people need to be able to effectively communicate about wellbeing. To plan, people need planning skills and frameworks. Using Gollwitzer's distinction between implementation intentions and goal intentions we will enable participants to role-play personalised wellbeing planning between teachers, parents and students. Reflective exercises will enable participants to explore how the planning is "personalised" and who's definition of wellbeing is being privileged.

## Igniting Personal Purpose to Help Your Students Belong & Flourish Now and Into the Future

Marianne Power & Jenna O'Connell

The Posify Group

A great deal of research reveals the benefits of fostering the development of purpose amongst young people. Students who learn how to lean in to their unique set of skills, strengths and interests are more likely to contribute positively to their communities, schools and wider society, and accomplish greater achievements in adulthood. This workshop, influenced by the latest research on meaning and purpose, the work of Simon Sinek and the Japanese concept of Ikigai, explores practical ways teachers, guidance counsellors and parents can assist young people in uncovering their purpose and developing skills that help them to live it. Participants will be guided through theories of motivation and wellbeing in order to understand the role of purpose in school life and beyond, then given the opportunity to play with evidence-based interventions and activities designed to authentically and effectively ignite purpose within their students, assisting them in their academic pursuits and personal endeavours towards a flourishing future.

## Beyond Gratitude: Designing a Culture of Appreciation, Thankfulness and Self Awareness that Endures

Matthew Scott

Rivercrest Christian College

Over the last few years the number of school wide programs incorporating Gratitude has grown exponentially, but has it made an impact? Has the push to buy resilience courses, get keynote speakers in, use the right Positive Education terminology made a difference that endures? This workshop explores the need for educational leaders and classroom teachers to go beyond the surface with character strengths like Gratitude. Developing a sustainable, enduring culture which has routines and protocols to explicitly teach, assess and develop thankfulness, appreciation and self-awareness are only the first step. Participants will undertake a deeper dive into the science behind Gratitude and spend time actively reflecting on their own context in order to develop ideas and actions to take post the conference.

## **A Village in The Classroom: Using Positive Psychology for Positive Classroom Management**

**Sandra Surace**

St Catherine's Primary School Moorabbin

We have all heard that 'It takes a village to raise a child' but have we ever examined the elements that underpin this when it comes to building relationships that support classroom management? The school can certainly be viewed as the village, which, when we examine positive school systems, is paramount to flourishing individuals. In smaller pockets of the schooling system, we, as teachers and educators, need to explore our everyday role in helping our students to not only develop academically but to grow in their own emotional and social development. Our own classrooms can become a jungle of stress and disengagement if the delicate balance of how to manage is not addressed. It's a matter of knowing our own impact and how to use the best strategies for engagement and learning. This workshop explores classroom management through a lens 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.

## **Implementing Positive Psychology - Year 10 Elective**

**Athena Vass**

Buckley Park College

This workshop is targeted at secondary teachers who are looking to implement Positive Psychology as a study at Year 10. Sample lessons, teaching strategies, links to the Victorian Curriculum, assessment tasks and marketing material for the wider school community will be covered, enabling participants to launch their own programs within their own school settings.

### **SESSION CANCELLED**

## **Amplifying their Voices - How to Foster Self-Acceptance in Young People**

**Ruby Watson**

Girls Rock! Melbourne

The presentation will aim to encourage educators to connect with students at their schools, especially those who experience oppression as a result of their sexuality, gender identity, race, or socio-economic status. Ways to achieve inclusion through understanding, empathy and support will be discussed and a focus on how to create safe spaces where young people can engage with themselves and others through self-acceptance and the acceptance of others.



# Inspire Sessions – 10 Snapshots in an Hour!

Listed alphabetically by presenter surname

**Lisa Baker**

Centre for Early Education, Ballarat Grammar School

**Character Strengths as a Language of Belonging in Early Childhood**

**Anna Box**

Gusto Sessions

**Moana, Batman and Skywalker as Teaching Aides –  
Exploring Positive Education Through Film**

**Rachel Colla**

Merakai

**Hope Labs: Fuelling Purpose and Belonging in Year 10 Students**

**Adam Dunsford**

Mt Scopus Memorial College

**Morning Gratitude and Mindfulness**

**Emily Hui**

Auburn South Primary School

**Be Sustainable. Be Well.**

**Dr Aaron Jarden**

University of Melbourne

**Innovative and Cutting-Edge Wellbeing Promoting Activities**

**Lisa Kebbell**

Barwon Heads Primary School

**Developing Positive Statements to Increase the Visibility of Pos Ed in a Primary School**

**Peter Robson**

Carey Grammar

**Finding A Balance- Engaging Staff in Personal Well-Being**

**Sarah Roney**

Langwarrin Positive Education Network

**Leading the Way with Play**

**Joshua Stavert**

Loreto Mandeville Hall

**Sharing Positive Education and Coaching: Libguide**

# Conference General Information

## Registration

Registration will take place at  
Forest Hill College, Kel Watson Theatre Foyer

## Cost (prices ex GST)

PESA members	\$125
PESA non-members (includes an annual PESA individual membership)	\$175
Full-time students & Bulk bookings (Min 10 from one school)	\$100

The price includes:

- Attendance at all keynote addresses
- Choice of two of the workshops on offer
- Refreshments and lunch
- Conference collateral

## Online Registration

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

## Cancellation

Delegates may cancel their registration without penalty until 14 days before the conference. Cancellations received less than 14 days before the conference will incur a 30% administration fee. Cancellations received the day before, the day of, or any time after the conference will not be eligible for a refund.

## Privacy

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

## Smoking

Smoking is prohibited in all areas of Forest Hill College and within 20 metres of the campus perimeter.

## Admission

Conference name badges are required for access to all sessions at the conference. These will be distributed at registration.

## Dietary and Access Requirements

Please email [hgyles@pesa.edu.au](mailto:hgyles@pesa.edu.au) at least one week prior to the conference detailing your dietary and access requirements. We will use all reasonable endeavours to meet your requirements.

## Dress Code

Smart casual

## Program

Please note the conference schedule, keynote speakers and workshop presenters are subject to change. The organisers reserve the right to alter or delete items from the program if deemed necessary.

## Photography and recording

Any photography, video or audio-taping, or other recording in any medium (other than the taking of handwritten notes or notes typed into a laptop or iPad) during any presentation or workshop without the express prior written consent of PESA is strictly prohibited. Any person failing to comply with this prohibition may be requested to leave the conference.

## Presenter assistance

IT assistance will be provided by staff of Forest Hill College. All presenters are required to bring their own technology. Laptops or other devices will not be provided for workshop presenters.

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

## Certificate of attendance

A personalised certificate of attendance will be available upon request to [contact@pesa.edu.au](mailto:contact@pesa.edu.au). These will be posted after the conference.

## Enquiries

For further information, please visit [www.pesa.edu.au](http://www.pesa.edu.au) or direct your enquiry to [hgyles@pesa.edu.au](mailto:hgyles@pesa.edu.au)

# We'd love to hear your thoughts...

Thank you for your participation in the PESA Victoria Chapter's second state conference!

We welcome your feedback and would be grateful to hear your thoughts on the day, and suggestions for next year's event. Feedback can be provided anonymously at <https://www.surveymonkey.com/r/VJ5NNFN>

With gratitude,  
The Victoria Chapter Organising Committee

## New members – Welcome!

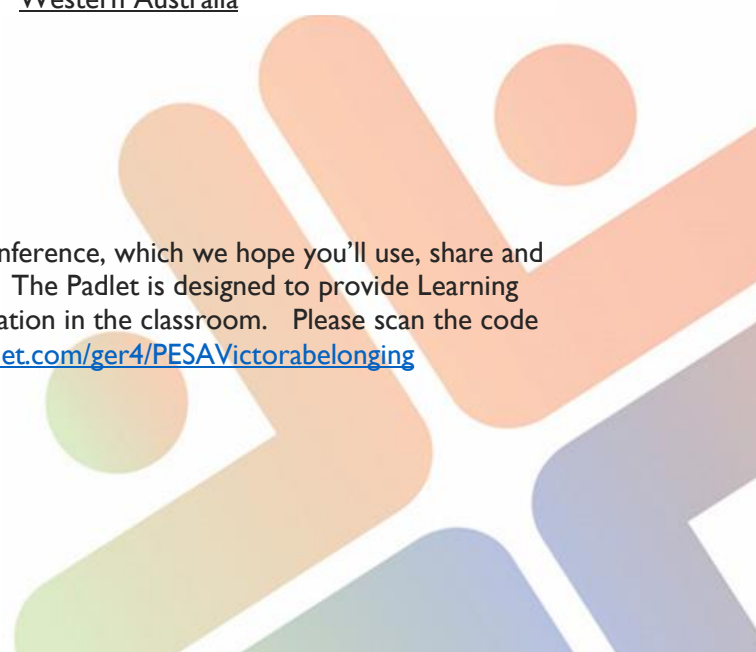
If you purchased a non-member ticket for today's Conference, your ticket includes an annual individual PESA membership – so welcome to our association! Please ensure that when you register, you provide your full name, organisation details and email address to enable us to process your membership.

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

- [Australian Capital Territory](#)
- [New South Wales](#)
- [Northern Territory](#)
- [Queensland](#)
- [South Australia](#)
- [Tasmania](#)
- [Victoria](#)
- [Western Australia](#)

## Conference Padlet

Our committee has put together a Padlet for the conference, which we hope you'll use, share and contribute to, both during and after the conference. The Padlet is designed to provide Learning engagements and key texts to support Positive Education in the classroom. Please scan the code below with your phone or iPad, or go to <https://padlet.com/ger4/PESAVictorabelonging>



## With gratitude...

**PESA wishes to acknowledge the generous support of**



**Keynote Sponsor:**



**[SENTRAL.COM.AU](http://SENTRAL.COM.AU)**

**All keynote and masterclass presenters for supporting our conference,  
and generously making time in their busy schedules to share their expertise.**

**All workshop presenters for their work in Positive Education, for sharing their  
experience and for the time that they have taken to prepare for the conference.**

**What went well for you today?**

**What might you implement tomorrow?**



# Forest Hill College Campus Map

178/180 Mahoneys Rd, Burwood East



**Notes, inspirations,  
new buddies, musings, doodles...**





# PESA

Positive Education Schools Association

Victoria Chapter



**Thank you for joining us today!**