

PESA 2022 WELLBEING IN EDUCATION CONFERENCE - WORKSHOP PRESENTATIONS

SESSION A – SATURDAY 8 OCTOBER 12PM

Listed alphabetically by presenter surname

<i>Presenter/s</i>	<i>School/Organisation</i>	<i>Workshop title</i>	<i>Room</i>	<i>Workshop overview</i>
<i>Kylie Boag</i>	<i>Scotch College</i>	Signature Learning Week – Health And Wellbeing Focus	SLC 201	This workshop provides an overview of our Signature Learning Week. It will explore the timetable and activities we implemented in our weeklong focus about Health and Wellbeing. Participants will learn about the resources and tools we used to create the timetable for our week. The aim of the session is to inspire teachers to dig deeper into ways we can truly build a strong foundation of positive education. During the session we will share about each daily wellbeing focus, the resources and presenters we embraced and how we developed student agency, empowering the students to plan and teach their own Health and Wellbeing lessons. Through this presentation we will share the insights into this special week and how it is connected to the curriculum. It will outline our journey and aims towards strengthening student identity and how to make positive choices to support health and wellbeing.
<i>Louise Karen Cosgrove</i>	<i>The University of Queensland</i>	Positive Wellbeing Education and Boys: What Works And Why?	SLC 202	As every passionate educator knows, adolescence is a pivotal time of identity formation, when attitudes about wellbeing and self-care begin to consolidate. Emerging evidence from neuroscience and masculinities theory suggests that peak windows of opportunity to shape these attitudes, in terms of age and psycho-social development, differ between adolescent males and females. Further, most school- based wellbeing programs have a significantly higher impact on girls. Why? Recent research by the World Health Organization found that “gender blind” and “gender neutral” programs for young people and adults are failing. Additionally, in 2018 the American Psychological Association released specific guidelines for differentiated ways of working with boys and men. While gender is complex and certainly exists on a spectrum, it matters. My PhD research to date has found that boys respond best to strength based, solution focussed wellbeing models and that the mode of delivery is equally important as content.
<i>Daniela Falecki</i>	<i>Teacher Wellbeing Pty Ltd</i>	Wellbeing For ME, WE & US – Move From Exhausted To Energized”	SLC 203	Educators have experienced greater stress than normal over the past two years where teachers are drained and tired. In this workshop, we unpack the complexities of wellbeing through the frames of what wellbeing means for ME (self-care), WE (relationships) and US (system). This ecological model of wellbeing draws on the research of Prof Jane Dutton and Prof Fred Luthans to form a 6E’s Roadmap for creating a strategic wellbeing plan for staff that monitors, enriches and engages staff in the process. People leave with frameworks to better think about, discuss and plan wellbeing interventions that are meaningful for their staff and suit their context.
<i>Suzannah Hyland and Sam Wright</i>	<i>Padua College</i>	RESPECT - Using Positive Education To Build A Culture Of RESPECT.	SLC 204	Respect for the environment - Respect for self - Respect for your community. Work shopping how the use of language and interventions of Positive Education can be used to build a culture of expectations and norms that are based around RESPECT. Teaching the students and staff to value themselves and seeing how that affects their own world and has a ripple motion that affects their entire community. Giving them confidence to try new and different things and feel valued as they explore how to be their best selves.
<i>Nicole Kelly and Annie Barton</i>	<i>Albert Park College</i>	Starting From Strengths: A Public School Perspective	SLC 301	This session will cover how we embedded Positive Education across all aspects of our college, starting from building on strengths as opposed to a deficit model. We want our young people to have resilience, forge connections, celebrate accomplishments, have a sense of greater purpose in the world, and experience positive emotions so they can aspire to ‘the attainment of a good life’. In the workshop, we will share an overview of our Positive Education model, underpinned by 5 ‘Powers’ - Connection, Physical Health, Mental Health, Identity, and Choices. We will show how we have scaffolded and sequenced these ‘powers’ across our own Positive Education Curriculum from Years 7-12, building upon the ‘powers’ each year to give our students the tools to develop positive wellbeing. We will also share examples of these from our mainstream curriculum, to give context for how our model is embedded across the College more widely.

<i>Kwok Jung Yan Gabrielle and Chan Yat Chi Gigi</i>	<i>Centre for University and School Partnership, Faculty of Education, The Chinese University of Hong Kong</i>	Bright Start Of Positive Journey- The Application Of Positive Education In Early Childhood Classroom	SLC 302	<p>The aspirational vision of OCED Learning Compass 2030 advocates equipping students with attitudes, knowledge, values, and skills that aim to thrive for their well-being. Since 2017, the Center for University & School Partnership, Faculty of Education, The Chinese University of Hong Kong has been implementing positive education programs and supporting schools to include those components in curriculum designs in over 150+ kindergartens.</p> <p>Recent years of practical experience show that positive education plays a crucial role in facilitating social emotional development and fostering the learning behaviour of students at a young age. This presentation will 1) demonstrate how positive concepts like curiosity, kindness, growth mindset and gratitude are integrated into the design and implementation of the early childhood curriculum in Hong Kong, and 2) share successful cases and the affective impacts on students, teachers, and parents, based on the methodical evaluation.</p>
<i>Marie-Therese Milani and Rebekah Tankard</i>	<i>Mildura South Primary School</i>	Joining Forces To Foster Positive Education: Tips For How To Share Positive Education Training And Practice Across Schools	SLC 303	<p>Aligned with the PESA 2022 conference theme of connection and re-connection, this workshop will outline the lessons gained from 3 regional Victorian State schools who joined together to share their positive education training and have committed to an ongoing partnership to build positive education in their regional town. Using the evidence-based SEARCH theory we have embedded the latest positive education interventions and intentionally gone beyond our own school gates to share positive education with each other.</p> <p>We will provide new insights and suggestions for how schools can share training, resources and professional practice. We will show practical evidence of our applications and demonstrate how the same SEARCH theory and training looks different at three different schools. By joining forces, schools can make the positive education training more economical and can reap the benefits of professional exchange and growth, thus helping the PESA mission of spreading positive education more widely.</p>
<i>Lennon Rego and Scott Murphy</i>	<i>Australian International School Singapore</i>	Academic Wellbeing at The Australian International School Singapore	SLC 304	<p>We know that students with higher levels of psychological and emotional wellbeing show higher levels of academic achievement. At AIS, we refer to this as academic wellbeing and our aim is to provide our school community with an environment where everyone is able to learn, grow and thrive. This workshop will explore our unique journey of Positive Education within an International School and the range of initiatives that support students’ wellbeing.</p>
<i>Melissa Searle and Karen Wood</i>	<i>Movelle Primary School</i>	Placing Wellbeing In The Heart Of Education	SLC 305	<p>This engaging presentation will provide educators, with the tools to place wellbeing into the heart of education. As we know, the wellbeing, not only our students but of ourselves is crucial. If we don’t have an understanding of how to look after our own wellbeing and that of each other, we will be unable to connect and promote wellbeing in our students.</p> <p>Ultimately, we want all students to have the opportunity to thrive and flourish, especially in our current circumstances, and this presentation will give you the tools to make this happen. Together we can make a positive difference in every child’s life. Some more than others and we may never know the impact we leave. So make it an inspirational one!</p>
<i>Tiffany Thexton</i>	<i>Keebra Park SHS</i>	Embedding Practical Mindfulness Activities In Any Classroom	SLC Dance Studio	<p>After this workshop, you will feel confident and capable to easily embed engaging mindfulness activities into your class. I’ll share more than 10 practical ways (backed by research) that will allow you to have all students seen and heard and feel a deep sense of belonging (while also tackling the curriculum). As a teacher for 12 years, I know how hard it is to tick all the boxes of getting through the curriculum, classroom management, checking homework, being engaging, success criteria, learning goals and then also being aware of the students’ wellbeing (it’s a lot). But in this workshop, I will help you see it doesn’t have to be that hard, and you can implement positive wellbeing practices in the stuff you already do –you don’t need to do more (your wellbeing is important too). This is suitable for teachers who teach year K-12.</p>



[Click here for further information and to register](#)



**AUSTRALASIAN
WELLBEING IN
EDUCATION
CONFERENCE**

06 - 08 OCTOBER 2022
RAVENSWOOD SCHOOL
FOR GIRLS, SYDNEY



**Scheduling is not final and is subject to change*