

# PESA 2022 WELLBEING IN EDUCATION CONFERENCE - WORKSHOP PRESENTATIONS

## SESSION B – SATURDAY 8 OCTOBER 1:40PM

*Listed alphabetically by presenter surname*

<i>Presenter/s</i>	<i>School/Organisation</i>	<i>Workshop title</i>	<i>Room</i>	<i>Workshop overview</i>
<b><i>Kate Barbat</i></b>	<b><i>Ravenswood School for Girls</i></b>	PERMAH In Action - A Practical Guide Of Implicit And Explicit Strategies To Build Wellbeing Through PERMAH	SLC 201	Growing evidence has shown that wellbeing is not something that we, as humans, 'just have'. It is something that we 'have to do,' every day. The question then becomes, how do we cultivate wellbeing language, wellbeing actions and wellbeing behaviours, through explicit and implicit channels in the school context? This workshop will explore how we can unpack the elements of PERMAH into an explicit teaching experience, as well as some examples of how this can permeate into the culture of your School or organisation through the implicit channels of community wellbeing and pedagogy.
<b><i>Laura-Kate Dassos</i></b>	<b><i>Knox Grammar School</i></b>	Looking back to look forward: Reviewing your School's Positive Education Journey	SLC 202	Since 2009, Knox Grammar School has been on a journey to promote the wellbeing of each student and staff member through their Positive Education initiatives. PESA recommends that established Positive Education schools undergo "regular re-evaluation of their wellbeing strategy to ensure maximum efficacy". The Knox Positive Psychology Team is creating a framework for Positive Education-based schools to conduct their own review, with the intent of understanding progress, celebrating success and planning for the future. The aim of this 'Spark' session is to briefly outline this framework and present preliminary findings from a strength-based perspective exploring staff perceptions of Positive Education at Knox.
<b><i>Emily Lockhart, Lucy Sabatini and Alana Walsh</i></b>	<b><i>Perth College</i></b>	You At The Centre: Flourishing Staff	SLC 203	Staff wellbeing is a complex issue that is best addressed using a holistic approach. At Perth College, we place staff at the centre of our wellbeing approach; we view staff wellbeing not as an individual responsibility but rather a shared one. Using a socio-ecological approach, staff wellbeing is the centre of teacher induction, mentoring and ongoing professional learning programs. School staff operate and interact in numerous microsystems including the school environment, home, community groups, friendships and so forth. A complex interplay across these ecological systems impacts wellbeing and must be addressed at a school community level. At Perth College, we have utilised a systems approach to target the five systems across the socio-ecological model (Bronfrenbrenner, 1979) including interventions such as vision, culture, research, policy change, professional learning, agency, environment, and relationships. This workshop will unpack these systems and provide an opportunity for delegates to explore placing staff at the centre of their wellbeing approach.
<b><i>Julia Delaney and Annabelle Bailey</i></b>	<b><i>Grow Your Mind</i></b>	Using Songs & Podcasts To Spark Joy And Connection	SLC 204	<p>Grow Your Mind is an award winning children's podcast. This session will provide a hands-on experience of how best to use these free, research informed social and emotional wellbeing resources in your classroom and school community. The workshop will provide participants with an opportunity to learn inspiring case studies, hilarious stories and why music and the world of audio provides such a powerful mode of re-engaging and re-invigorating both students and staff.</p> <p>Participants will leave the workshop uplifted with a tool belt of fantastic new resources to start using with their students the next day should they wish.</p>
<b><i>Dr Deb Perich</i></b>	<b><i>Catholic Education Western Australia</i></b>	CEWA Strategic Wellbeing Framework	SLC 301	Schools are increasingly concerned with how to respond to mental health concerns in students and promote their wellbeing, yet many are unsure how to effectively achieve this. Catholic Education WA (CEWA) has developed a Strategic Wellbeing Framework to support CEWA schools in this pursuit, bringing together the science of wellbeing in education, with the science of implementation and the science of improvement. The CEWA Strategic Wellbeing Framework makes tangible for schools how they can make wellbeing visible, measurable, and improvable within their context, for all members of their school community. This presentation will share CEWA's journey to create this Framework and provide participants with an opportunity to interact with some of the resources provided to CEWA schools. Participants attending this session will leave feeling more equipped to implement sustainable, effective wellbeing change in their own school and classrooms

<b>Donald Pincott</b>	<b>Brisbane Girls Grammar School</b>	Creating A School-Wide Mindfulness Culture.	SLC 302	<p>The story of Brisbane Girls Grammar Schools' journey to becoming a mindful school. How has this evolved over the last 8 years?</p> <p>The session will also include suggestions for and a selection of activities that schools may use with both students and staff to kickstart a culture of mindfulness in your school.</p>
<b>Chris Ramsden and David Kolpak</b>	<b>Accelium, Mind Lab Australia and Trinity College North</b>	Character Development Through Game Play!	SLC 303	<p>In this interactive session we explore the benefits of introducing 'games with purpose' to develop effective thinkers and learners. David will share his experiences of a partnership providing opportunities where learners can engage with games that, in turn, provide benefit to their wellbeing. Reference will be explicitly made to the identification of multiple character strengths at play and the introduction of metacognitive models whereby students analyse emotional and cognitive processes all the while learning to develop effective strategies that are transferable into real-world situations.</p> <p>Strategic thinking games stimulate both brain activity and enjoyment. They expose players to competition, organised rules and the opportunity to strategise through innovative, creative and critical thinking. In a school context, games can be used as a significantly more effective means of student engagement and involvement as they align beautifully with the General Capabilities of the Australian Curriculum and the Approaches to Learning of the IB</p>
<b>Marnie Thomas</b>	<b>Newcastle Grammar School</b>	Wellbeing For Breakfast: Spreading Positive Psychology Beyond The School Gate	SLC 304	<p>This year Newcastle Grammar School has placed wellbeing on the breakfast menu. Their <i>Wellbeing for Breakfast</i> events invite community members to learn about the science of wellbeing and how to grow from functioning to flourishing. In this workshop, the Head of Positive Education at NGS, Marnie Thomas (MAPP) will share many ways that schools can go beyond re-invigorating teachers and re-engaging students to also forging community connections to reshape culture.</p> <p>The workshop will draw upon the Visible Wellbeing SEARCH Framework and recent research to offer creative insights, while acting as a positive psychology intervention in and of itself with Marnie delivering her workshop as a <i>Wellbeing for Breakfast</i> event. Audience members will leave with many ideas as well as a tip sheet for how to create their own <i>Wellbeing for Breakfast</i> events. Starting our day with a strong coffee is not enough—let's start the day with <i>Wellbeing for Breakfast</i>!</p>
<b>Mick Walsh</b>	<b>Learning Curve Resilient Wellbeing Program</b>	Cultivating Staff Wellbeing through Journaling: Post Covid	SLC 305	<p>In today's school post covid environment, where many teachers, staff and Principals are experiencing compassion fatigue, increasing conflict issues, administrative compliance expectations and having missed colleague connectedness while in lockdown, we need to support their mental health and wellbeing by providing opportunities for them individually and collectively, to focus on influencing their own state of mental health and wellbeing by doing resilience and wellbeing building research-based activities at their own pace. They also need to be supported in nurturing positive attitudes towards role clarity, participative decision making, collegiate relationship building, goal congruence, reward and recognition, leadership, stress management, peer support and staff morale.</p> <p>Mick will share his hands on approaches to achieving these objectives through using his new staff Wellbeing@School journals, which are underpinned by Self-Determination Theory, generating a sense of autonomy, a sense of competence and a sense of connectedness, and the gold standard PERMAH model of Wellbeing.</p>
<b>Marcus Wicher, Sarah Jang &amp; Ella Tregaskis</b>	<b>Auburn South Primary School</b>	Embedding Authentic Wellbeing Practice And Contextual Inquiry	SLC Dance Studio	<p>Thriving organisations have wellbeing embedded into their culture and professional day-to-day practice. Strengths based approaches are used to engage and get the best out of employees, mindfulness practices are used to improve sporting performance by sharpening present moment attention and appreciative inquiry can help organisations uncover change opportunities that draw on the collective strengths and dreams of key stakeholders. While there are countless great wellbeing programs and activities happening in schools, much of the wellbeing practice is delivered to students as de-contextualised activities that lack opportunities for meaningful inquiry into why this practice is important for wellbeing and mental health (i.e. what is the science that sits behind this practice and how will it enable me to thrive in a particular context?). This workshop takes participants through a process of embedding wellbeing inquiry and practice into units of study that are relevant challenging and purposeful for students.</p>

The application of strengths based approaches in schools is a key foundation of "Positive Education". Research tells us that strengths based approaches enhance wellbeing, resilience and academic achievement. But what happens after strengths have been identified? Too often completing the VIA is a fun activity that doesn't translate to meaningful action. Strengths knowledge does not translate to strengths use. The key question becomes "How can we best help students to apply and leverage their strengths?" In this workshop the facilitators will explore an evidence-based student coaching program (Green, Grant & Rynsaardt, 2006) that provides a powerful and practical approach to empower students to both embrace their strengths and use them effectively to meet personally meaningful goals and enhance wellbeing and resilience. Examples of successful strengths based student coaching programs and some simple frameworks for immediate application will be shared.



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