

# PESA 2022 WELLBEING IN EDUCATION CONFERENCE - SPARK SESSIONS

Listed alphabetically by presenter surname

<i>Presenter</i>	<i>School/ Organisation</i>	<i>Session title</i>	<i>Session overview</i>
<b>Naomi Bryant</b>	St Hilda's Anglican School for Girls	<b>Student voice and experiential opportunities as a means of developing a true sense of belonging.</b>	<p>The role that experiential experiences at school play to enhance student connection and a sense of belonging. The session will discuss the importance of student voice, collaboration and in ensuring diverse opportunities are provided to allow for the individual to grow and develop physically, emotionally, academically, and spiritually.</p> <p>The spark session will outline the important role that collaboration and collegiality plays to ensure outcomes are achieved.</p> <p>As well as the integral role of reflecting on best practice when implementing learning experiences, ensuring they relate to the school's predisposition, based on feedback from families, communities, and existing engagement initiatives so that all individuals can thrive.</p>
<b>Raymond Cachia</b>	Holy Cross College	<b>Training Teachers: Andragogy not Pedagogy</b>	<p>The psychoeducation of teachers in wellbeing literature and best practice is the necessary first step in developing whole-school wellbeing. As teachers and educators, we rely on our ingrained pedagogies to teach. However, is this the most effective way to train teachers?</p> <p>The method and practice of teaching adult learners must allow for their knowledge and experience to be visibly and authentically respected; it must be self-directed; it must solve an immediate problem; the immediate benefit to the participant must be articulated; and it must engage the intrinsic motivation of the learner.</p> <p>In this session, participants will experientially discover the difference between pedagogy and andragogy, allowing for more effective and efficient staff training, and thus better outcomes for students.</p>
<b>Julia Delaney</b>	Grow Your Mind	<b>Conflict in the staffroom and playground - 2 key skills you can start using now</b>	<p>Yes, conflict is normal! However that does not mean it is always unavoidable. Sometimes we create stories in our heads. In this 5 minutes of power, let us spark inspiration for teaching students how to make generous assumptions &amp; have clear boundaries at school. Combining these two superpower skills can create a positive culture within friendship groups, classrooms &amp; school community.</p> <p>You will be able to apply these 2 key positive mental health strategies in your classroom &amp; your own relationships straight away. Let us help you to prevent unnecessary student and staff conflict &amp; help them &amp; you as an educator to maintain healthy relationships.</p>
<b>Justine Demaine</b>	The Quirky Therapist	<b>'The odd-ones' - how to fail and belong at school.</b>	<p>WHAT ABOUT THE ODD-ONES? This session will pinpoint essential steps students need to experience before they can feel a sense of belonging at school. Explore - What belonging means to the odd-ones. Who can role model positive failing at school? How to make failing visible &amp; accepted at school When 'being seen' happens - what to do.</p> <p>The concept of belonging is different for everybody - what if a student does not feel like they belong at home? How can a school help the 'odd one's' understand, want or accept a sense of belonging? The sad student, the lonely student, the autistic or neuro divergent-student or the bullied, tired or failing student need to feel 'fully seen' and 'sense some kind likeness' with staff and others before they can connect with mattering, acceptance or belonging. Let's talk about what needs to rub-off/sink-in before the odd one's will ever develop a sense of belonging.</p>

<b>Jacqui Moses</b>	Geelong Grammar School, Toorak Campus	<b>Project Hope - A campus wide initiative</b>	At Geelong Grammar School Toorak Campus, we have launched Project Hope which is a yearlong initiative. This theme was selected based on reflective conversations with staff and students, results gathered from recent wellbeing data and an understanding of hope and its theory. Across our campus, our Positive Education lessons are guided by an overarching theme and related concepts that are intentionally planned to increase hope and boost wellbeing. There is a different focus each term and a scope and sequence has been developed to ensure that our students from ELC through to Year Six can access the learning intentions appropriate to their age and stage.  Our intention is to equip our students with the skills and strategies for them to look toward the future with positive expectancies, optimism and the knowledge that they have the power to make that so.
<b>Lia Sabri</b>	St Peters Lutheran College	<b>Using what we know about Positive Education and the PYP, preparing our students for the Canberra Tour.</b>	We created a resource that stepped students through expectations for the Year 6 Canberra Tour. We hoped that by integrating these learning experiences and purposefully designed lessons, the students would be better equipped to self-manage throughout the tour, while strengthening their social skills and awareness of others. The program began with writing personal and learning goals for the tour and included prompts for circle time discussions and opportunities to brainstorm and problem solve scenarios. The students commented that the booklet had assisted them giving them greater insight on what to expect and how to prepare. They were asked to share their personal experiences and growth with their parents. The staff attending the tour commented that there were less behavioural issues and homesickness and generally higher engagement in activities. Combining the Learner Profile Attributes and the components of Positive Education the bespoke program focuses on our student's personal development and goals.
<b>Shannon Steven</b>	Catholic Education Western Australia (CEWA)	<b>Flourishing Classroom Cards</b>	The Flourishing Classroom cards bring to life Catholic Education Western Australia's (CEWA) Strategic Wellbeing Framework highlighting the visible elements of wellbeing, whether as capabilities, connections, or conditions. These five dimensions and fifteen subdimensions of observable flourishing are adapted from The Flourishing Classroom System Observation Framework and Rubric (Allison, Kern, Jarden & Waters, in press).  The Flourishing Classroom Cards have been designed as a functional tool to facilitate awareness and stimulate conversations on making wellbeing visible and by extension making wellbeing improvable within our schools and communities. These cards can be utilised by classroom teachers with their own students or engaged as a personal resource for the teacher's own self-reflection. These cards can also be utilised by staff teams in schools for collective discussions or by those in leadership or mentoring roles to facilitate growth conversations.
<b>Sal Valentino</b>	Loyola College	<b>Contextualising Wellbeing Literacy within Schools</b>	Learn how to make wellbeing literacy visible in a school setting. Bring wellbeing to life through 7 key strategies using a collaborative and inclusive approach.
<b>Ilona Welch</b>	St. Augustine's College	<b>Our AWESome voice: Fostering student voice in your developing Wellbeing Framework.</b>	This session will share strategies used to empower student voice in the design and implementation of our AWE Framework at the College.
<b>Samuel Wright</b>	Padua College	<b>Modelling Positive Masculinities</b>	Working with the community and student body ( Padua is a four campus Catholic secondary school of over 2500 students) this spark session will share how we are reframing the language of positive masculinity and respect.



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**AUSTRALASIAN WELLBEING IN EDUCATION CONFERENCE**  
06 - 08 OCTOBER 2022  
RAVENSWOOD SCHOOL  
FOR GIRLS, SYDNEY



*\*Sessions are subject to change*