PESA 2022 WELLBEING IN EDUCATION CONFERENCE - KEYNOTE PRESENTATIONS

Listed alphabetically by presenter surname

Presenter/s	Organisation	Keynote Title	Keynote Overview and Presenter Bio
Rachel Colla 	University of Melbourne / Merakai	Designing our Wellbeing Systems Leadership Journey (Thursday) From Reflection to Action: Prototyping our Next Steps (Saturday)	**Thursday session -** In our initial workshop, we will set the stage for our conference exploration by crafting a vision of our wellbeing systems leadership and design a personalised journey of professional learning throughout the conference. We begin by exploring the necessary systems leadership capabilities required to build wellbeing in the complex environment of education today. We will then work through a human-centered design process to craft your strategic vision of wellbeing leadership in your context. This process draws on the intersection of systems and wellbeing science, including wisdom from indigenous practices. This will be tailored to whether you are leading yourself, your students, your families, your team, your partners, or your schools. This vision will form your compass for how you choose to journey through the PESA conference, to ensure that you can personalise your learning to the specific needs of realising that vision. **Saturday session -** In our final workshop, we will carve out some important space for reflective action planning. Returning to our strategic vision crafted in the first workshop of our conference, we will begin to map out specific pathways to bring this vision to reality. Participants will engage in a collaborative process that integrates insights developed throughout the conference, developing a prototype that they can test and iterate in their own context. Importantly this process is designed to build networks of knowledge and connection that can sustain our energy as we collectively work to build communities of wellbeing beyond the conference. **Rachel Colla** is a wellbeing, motivation and performance specialist, whose work has spanned multiple sectors including education, health, business, and not for profit. Rachel is an experienced facilitator and coach with expertise in wellbeing, goal setting and achievement, and leadership development. Prior to her work in organisational settings, Rachel worked as a psychologist in the education sector, promoting flourishing for individuals managing psychological distress and mental illness. Her work in schools is now focussed on consulting at an organisational level to create the conditions for the whole community to thrive. She is also the designer of the innovative Hope Labs approach, a curriculum that fuses systems science, wellbeing, and neuroscience of learning. The underlying vision driving her work is to identify strategies and pathways to support individual and collective wellbeing through education. Rachel is the inaugural University of Melbourne Education Innovation Fellow representing Melbourne Graduate School of Education. She co-ordinates and teaches into a broad range of undergraduate breadth subjects and postgraduate qualifications, including the Masters of Applied Positive Psychology and Masters of Education. She is a dual-recipient of University of Melbourne Teaching Excellence awards recognising her outstanding achievement in teaching, skill and imagination in the design and evaluation of teaching programs. Her current research draws on the intersection of wellbeing and systems science with storytelling to create a dynamic systems approach to the study of hope, as well as developing a pedagogy of wellbeing.
Professor Joseph Ciarrochi 	*Institute for Positive Psychology and Education, Australian Catholic University*	Toward a unified framework for positive psychology interventions: Evidence-based processes of change in coaching, prevention, and training	Since 2000, research within positive psychology has exploded, as reflected in dozens of meta-analyses of different interventions and targeted processes, including strength spotting, positive affect, meaning in life, mindfulness, gratitude, hope, and passion. Frequently, researchers treat positive psychology processes of change as distinct from each other and unrelated to processes in clinical psychology. This presentation provides a comprehensive framework for positive psychology processes that crosses theoretical orientation, links coherently to clinical psychology and its more dominantly “negative” processes, and supports practitioners in their efforts to personalize positive psychological interventions.. We review widely studied positive psychology constructs and programs and show how this approach can readily accommodate them and provide a common language and framework for improving human and community flourishing. We conclude that Interventions should start with the person, not the protocol.

Joseph V. Ciarrochi, PhD, is a professor at the Institute for Positive Psychology and Education at Australian Catholic University. He has published more than 160 scientific journal articles and many books, including the widely acclaimed *Emotional Intelligence in Everyday Life* and *The Weight Escape*. His latest book is *What makes you stronger: How to thrive in the face of uncertainty using Acceptance and Commitment Therapy.* Ciarrochi has been honored with more than four million dollars in research funding. His work has been discussed on TV and radio, and in magazines and newspaper articles. He is ranked in the top 1% of scientists in the world across all disciplines.

Jenni Cook



Mt Barker High School, South Australia

Learn it, Live it, Teach it! (Seligman, 2012).

In 2012 Mount Baker High School was offered the opportunity to be the SA Department for Education focus school for Positive Education, working with Martin Seligman when he was Adelaide "Thinker in Residence." Ten years on Positive Education is still a key priority in the school. At the school Positive Education is not a program, it is embedded throughout every aspect of school life, becoming part of the school's DNA. All staff undertake training and development in positive education, it is taught both explicitly and implicitly, and school policies and procedures are reviewed and developed through a positive education lens.
This keynote will take you on Mount Barker High School's Positive Education journey, providing practical ideas that can be adapted for other contexts, as well as exploring the impact of Positive Education in the school.

Jenni Cook has been a teacher with the South Australian Department for Education for over thirty years, spending most of her career working in disadvantaged schools. She is committed to providing access to education for all and has been implemental in establishing successful programs for disenfranchised young people.

Currently Deputy Principal at Mount Barker High School, an inner regional co-educational school in the Adelaide Hills, the main foci of her role are staff training and development, pedagogy, student services, wellbeing, inclusion, and student voice. Previously Assistant Principal for Positive Education and Teaching Practice at the school, she has led the implementation of Positive Education at Mount Barker High School for the past nine years and runs regular professional learning for other schools interested in embedding Positive Education into their practice.

Mount Barker High School first became involved in Positive Education in 2012, working with Professor Martin Seligman as the Department for Education's focus school with the Adelaide Thinker in Residence Program. In 2015 the school became the Department's Specialist School for Positive Education Teacher Training. Jenni has a Degree in Art Education, a Graduate Certificate in Inclusive Education, a Graduate Diploma in Art History and is currently working towards a Doctorate with a focus on teachers' experiences when positive education is introduced into a school.

Dr Justin Coulson, PhD



Happy Families

Running on Empty - Wellbeing strategies to refill your teachers' tanks

The upheaval of the last few years has been substantial. Patterns and programs have been changed. Practice has been turned on its head. The problem right now, for educators is that the new normal is exhausting, expectations have only increased and there is no known "end" to the tunnel. We may be back at school, but things are not the way they used to be. One in five Australian adults experience mental illness in any given year - and in the education environment, it's higher.
This presentation offers a fresh look at wellbeing. Based on cutting-edge science, participants will learn simple cognitive strategies for stopping stress fast. And we'll discover the three basic psychological needs that underpin motivation and wellbeing - for themselves, and others - in a classroom context. This presentation will help you breathe life into your team, and inspire improved relationships, motivation, and engagement.

Dr Justin Coulson is the co-host and parenting expert on Channel Nine's Parental Guidance, the founder of happyfamilies.com.au, and one of Australia's most trusted parenting experts. Over the past decade he has helped innumerable families with his 6 books about raising children, his hundreds of media appearances (including all of Australia's major news outlets, and even the Washington Post and the New York Times), and two viral videos that have been viewed a combined 80 million times! Justin earned his PhD in Psychology from the University of Wollongong. He and his wife Kylie have been married since the late 1990s and are the parents of 6 daughters.

Barbara L. Fredrickson, Ph.D.



Department of Psychology and Neuroscience; University of North Carolina at Chapel Hill

The Goods in Everyday Love: Implications for Individuals and Communities

Professor Fredrickson has investigated the nature of positive emotions for more than three decades. In this virtual colloquium she will share her foundational Broaden-and-Build Theory of positive emotions as a backdrop for her latest thinking and evidence on the value of those positive emotions that individuals co-experience with others in day-to-day positive social connections. Mental health and resilience grows stronger through these shared moments of emotional uplift—they help individuals bounce back to wellbeing from illbeing. Moments of positivity resonance within close relationships predict trajectories of chronic illness and longevity. Character virtues also grow stronger: When people connect over positivity they gain greater appreciations for oneness, altruism and humility, benefits that stand to benefit whole communities. Dr. Fredrickson will highlight the evidence that supports these conclusions and also describe a simple "micro-intervention" that anyone can use to increase positive connections to reap the associated benefits.

Barbara Fredrickson is the Kenan Distinguished Professor; Department of Psychology and Neuroscience; University of North Carolina at Chapel Hill; Director, Positive Emotions and Psychophysiology Laboratory; Past-President, International Positive Psychology Association; Past-President, Society for Affective Science. Among the most highly-cited scientists, Barbara Fredrickson is most known for her "Broaden-and-Build Theory" of positive emotions, foundational for providing a blueprint for how pleasant emotional states, as fleeting as they are, contribute to people's resilience, wellbeing, and health. She is Director of the Positive Emotions and Psychophysiology Laboratory (a.k.a., the PEP Lab, www.PositiveEmotions.org) at UNC-Chapel Hill, and she has served as President of both the International Positive Psychology Association (IPPA, 2015-2017), and the Society for Affective Science (SAS, 2020-2021). Dr. Fredrickson has published > 140 peer-reviewed articles, and her general audience books, *Positivity* (2009, www.PositivityRatio.com) and *Love 2.0* (2013, www.PositivityResonance.com) have been translated for more than 30 foreign markets. Dr. Fredrickson's research has received funding by the U.S. National Institutes of Health (NCI, NIA, NCCIM, NIMH, NINR) and by private foundations. Her scholarly contributions have been recognized with numerous honors, including the inaugural Templeton Prize in Positive Psychology from the American Psychological Association (2000), the Career Trajectory Award from the Society of Experimental Social Psychology (2008), the inaugural Christopher Peterson Gold Medal from the International Positive Psychology Association (2013), and the Tang Prize for Achievements in Psychology, awarded to recognize exceptional career contributions to the well-being of humanity (2017). In 2019, based on a composite index of citation metrics, Dr. Fredrickson was identified as among the top 0.01% of scientists (across 22 scientific fields) in terms of career-long scholarly impact. Dr. Fredrickson is also an award-winning teacher. In 2022, she received the J. Carlyle Sitterson Award for Teaching First-Year Students. In 2015, through a partnership between UNC-Chapel Hill and Coursera, Dr. Fredrickson began teaching a free, on-line course on Positive Psychology. It has since attracted ~333,000 learners across ~200 counties worldwide, with the pandemic year, 2020, attracting the highest number of learners. Through this and other means, her work influences scholars and practitioners worldwide, within education, business, healthcare, the military, and beyond.

Dr. Fredrickson was born and raised in Minnesota and graduated Summa Cum Laude from Carleton College in Northfield, Minnesota (1986). She received her Ph.D. in psychology from Stanford University (1990), with a minor in organizational behavior, and post-doctoral training in psychophysiology from the University of California at Berkeley (1990-1992). Prior to joining the faculty at UNC-Chapel Hill, she held faculty positions at Duke University and the University of Michigan.

Professor Jane Gillham, Ph.D



Swarthmore College

Bringing out their best: Promoting students' resilience and strengths

Most programs that aim to promote students' social and emotional wellbeing target problem behaviors (e.g., bullying, substance use, and other high-risk behaviors). They focus on reducing what is wrong rather than helping students to truly flourish. How can we promote what is best in our students?

We will discuss recent work in the fields of prevention and positive psychology. Two major approaches are emphasized: 1) strategies for building resilience by interrupting the downward spirals that can occur when youth encounter difficult experiences, and 2) strategies for promoting upward spirals through cultivating youths' strengths, positive emotions, relationships, and sense of purpose or meaning. We will discuss examples of specific programs and activities that educators, clinicians, and parents can use, along with recent research on the benefits these approaches can have on students' well-being.

Jane Gillham is a psychologist, educator, and researcher whose work focuses on well- being in youth, especially how families, schools, and communities can help youth to thrive. Jane is a Professor and Chair of Psychology at Swarthmore College, in Swarthmore, Pennsylvania. For many years, she co-directed the University of Pennsylvania's Penn Resiliency Project and the Positive Psychology for Youth Project.

Jane received her Ph.D. in Psychology from the University of Pennsylvania, where she worked with Dr. Martin Seligman, with whom she has collaborated extensively on research for the past 30 years. She received her undergraduate degree in psychology at
Princeton University and completed her postdoctoral fellowship in clinical child psychology at Yale University's Child Study Center.
Throughout her career, much of Jane's work has focused on developing, evaluating, and disseminating interventions that aim to promote well-being in children and adolescents. She is an author of several resilience and positive psychology programs that are being
used in schools around the world, including the Penn Resiliency Programs for children and adolescents, a Positive Psychology curriculum for high school students, and the Strengths-Based Resilience Program. She has led several large studies evaluating these and other programs, including projects funded by the National Institute of Mental Health and the U.S. Department of Education. Jane also regularly collaborates with schools and other organizations that are working to develop and incorporate positive psychology and positive education practices. She serves on the scientific advisory board for CorStone, a non-profit devoted to promoting resilience and well-being among youth living in poor and marginalized communities throughout the world. Her research articles have been published in numerous scientific journals including School Psychology Quarterly, Journal of Family Psychology, Journal of Early Adolescence, Journal of Positive
Psychology, and Journal of Clinical and Consulting Psychology, Together with Martin Seligman, Karen Reivich, and Lisa Jaycox, she is an author of the book, The Optimistic Child.

Dr Kristy Goodwin



Dr Kristy Goodwin

Connected but Disconnected- *Helping students to thrive in the digital world*

Dr Kristy Goodwin will decode the neurobiology underpinning students' digital habits and behaviours. Delegates will understand the neuroscience that explains why young people are tethered to technology. She'll explore the research behind how students' screen-saturated lives are impacting their mental wellbeing, with a particular focus on how their digitalised childhood and adolescence are shaping their stress responses. Dr Kristy will debunk popular myths and misconceptions about how technology is shaping young people's mental wellbeing. She will share a menu of micro-habits to help young people foster healthy and helpful digital behaviours, that empower them to thrive online and offline. This keynote will equip delegates with the science and simple solutions to help young people reconnect.
Dr Kristy Goodwin is an award-winning researcher, speaker, author, and mum on a mission to help parents and educators raise happy, healthy children and teens who thrive online and offline.

Dr Kristy Goodwin is an award-winning researcher, speaker, author, and mum on a mission to help parents and educators raise happy, healthy children and teens who thrive online and offline. As a researcher and educator herself, she's spent most of her professional career researching and speaking about the ways in which technology shapes children's and teens' wellbeing, health, and learning. She provides research-based but realistic advice and strategies to teachers and parents on how they can teach children to use technology in productive and purposeful ways without reverting to phone bans or constant digital detoxes.

Dr Kristy authored the book Raising Your Child in a Digital World and has conducted numerous evaluations and research studies for the New South Wales Department of Education and Communities. Prior to becoming a speaker and consultant, she worked as an educator for 14 years with schools in both the public and private sectors, including Abbotsleigh and Mosman Prep. She also lectured at Macquarie University and University of Notre Dame and has completed a PhD on the impact of digital technologies.

Dr Suzy Green, D.Psyc.(Clin.) MAPS Clinical and Coaching Psychologist (MAPS)



The Positivity Institute

Positive Psychology Coaching: Building High Quality Connections & Creating a Sustainable Wellbeing Culture.

In this presentation, Dr Suzy Green, will provide an overview of the evolving field of Positive Psychology Coaching. Coaching has historically been viewed as a means to peak performance, behavioural change and more recently wellbeing. Its primary function though is to build positive relationships initially between coach and coachee with an ultimate aim of creating flourishing relationships via a coachee ripple effect. Suzy will provide tips on 1) the integration of positive psychological knowledge into an evidence based coaching practice; 2) development as a positive psychology coaching practitioner and 3) the utilisation of positive psychology coaching as a key pillar of a sustainable wellbeing culture.

Suzy Green is a Clinical Psychologist with extensive experience in the treatment of mental illness, and is on a mission to reduce the impact of mental health in our workplaces, schools and communities. As a Coaching Psychologist, who has scientifically investigated the impact of evidence-based coaching, Suzy is also committed to encouraging the use of coaching for performance and wellbeing enhancement for all. Suzy's extensive experience in the media includes having been a brand ambassador for ANZ, Fitbit, Nivea, Nespresso and Officeworks.

Suzy is also an official ambassador for the Starlight Children's Foundation and regularly speaks as both a keynote and on panel presentations about Positive Psychology.

Anne Johnstone, BA LLB (Hons), MAPP (UPenn), Grad Dip Ed, MACE, CF



Ravenswood School for Girls

Positive Education Through Challenging Times - An Alumni Perspective

This promises to be a fascinating panel discussion, with Anne Johnstone hosting a panel of alumni from Ravenswood School for Girls and schools from the Upper Hunter Region of NSW. Our alumni panelists are Imogen Ryan, Lauren Robinson, Vivienne Yang, Alex Bates and Georgia Hinde who will share their reflections on the past two years of the pandemic, and how their Positive Education knowledge and practices have supported their wellbeing and assisted them to support their peers, friends and family.

Anne Johnstone is Principal of Ravenswood School for Girls in Sydney and the Chair of PESA.

Anne holds Bachelor of Arts, Bachelor of Laws (with honours) degrees, as well as a Graduate Diploma of Education and a Master of Applied Positive Psychology (MAPP) degree from the University of Pennsylvania, in which she achieved a distinguished capstone (thesis) award, under the supervision of Professor Martin Seligman. Anne is currently completing a PhD on applying positive psychology principles in education under the supervision of Professor Lea Waters and Dr Aaron Jarden, through the University of Melbourne Graduate School of Education.

Anne is one of the pioneers of positive education having commenced work in this area as a recipient of a Churchill Fellowship in 2004, during which she conducted research while based at Cambridge University on how to foster resilience in learning. Anne has since led the implementation of Positive Education in three schools - as Deputy Headmistress of St Catherine's in Sydney, Principal of Seymour College in Adelaide and now as Principal of Ravenswood in Sydney. In 2019, Anne was one of just five educators globally to be recognised for her pioneering work and internationally recognised leadership in the field of positive education. This honour was bestowed by Professor Martin Seligman, the founder of positive psychology.

Anne has presented nationally and internationally, including at the International Positive Psychology Association (IPPA) conferences in Los Angeles and in Melbourne, and at the European Conference on Positive Psychology (ECPP) in Moscow and Amsterdam, as well as for the KHDA in Dubai (following her invitation to attend the 2019 World Government Summit).

In 2018, Anne was awarded the prestigious Australian Speech and Communication Association Award for Excellence, and as a young teacher, was awarded The Teachers' Guild of NSW Award for Excellence in The Early Years of Teaching (2003).

Before pursuing her passion for education, Anne practised as a lawyer for four years, and during this time also acted as course convener and lecturer in Modern Corporate Governance and Labour Law at Macquarie University for two semesters.

Anne is a passionate advocate for helping students positively transform their lives, fulfil their potential and flourish.

Dr Stephen Kennaugh



St Andrews College, Marayong, NSW

Developing a Positive Education Program & Culture

Many schools are on the journey of linking positive psychology and wellbeing with learning to achieve better outcomes for both students and staff. In this presentation Stephen will outline the journey that he has taken in leading this journey in the past two schools he has been Principal at. He will also outline the challenges faced by the communities, successes achieved, as well as taking the program to the next level. Stephen will argue the point that this journey does not need to be an expensive one and will outline strategies that are cost effective, focus on the development of staff, and encourage student leadership of the program to impact positive culture in the school.

Dr Stephen Kennaugh is the Principal of St Andrews College Marayong and has held a number of senior leadership positions across learning and wellbeing over the past thirty years.

In completing his PhD on the topic of 'Religion and the link to Happiness' Stephen has continued to advocate for the integration of wellbeing into learning in education rather than treating them as separate entities. Stephen has been asked to speak to this topic in a number of online forums as well as education conferences. Religion, faith, spirituality and the positive effect they have on meaning and purpose improve learning and Stephen has recently written a paper for the International Confederation of Principals to highlight this link.

Stephen is a member of the Executive of the Association of Catholic School Principals NSW (ACSP) and is the NSW Director for the Catholic Secondary Principals Association (CaSPA). Stephen is the CaSPA Delegate to the International Confederation of Principals.

Carolyn Speers and Matthew Smith





The Gap State High School, Queensland

Wellbeing is everyone's business!

This presentation will explore how The Gap State High School is Re-Invigorating teachers, Re-Energising students and Re-Shaping culture through their evolving work in Positive Education. Carolyn and Matt will also showcase the approaches being implemented at The Gap SHS, in striving to support students, staff and community members to flourish.

They will share ways in which the principles and strategies of positive psychology have been implemented to build student and staff wellbeing through their experience of leveraging character strengths and PERMAH constructs and understanding the importance of grit and growth mindset on achievement and wellbeing and will explain how they have re-evaluated and continue to Re-Invigorate practice, programs and policies. Carolyn and Matt will also explore what they would do differently and what's next for The Gap State High School supporting all *Learners to Flourish*.

Carolyn Speers is an experienced educator who has worked for both State and Independent Schools both in Queensland and New South Wales since 1993. Her teaching experience has varied from small schools to large metropolitan high schools. For the past nine years Carolyn has been a Deputy Principal of The Gap State High School in Brisbane. During this time, she has led and collaboratively worked with their Wellbeing Team to position Positive Psychology as a school wide approach to support their student and staff wellbeing framework.

Carolyn is passionate about the role of Positive Psychology in Education and in the support of students to develop their strengths, how to harness these to find a greater sense of engagement and flow, so as to optimise their learning experiences both within and beyond the classroom. The Positive Education Schools Association QLD Chapter was initiated in 2017 by Carolyn after the attendance at her first PESA conference at Ravenswood. She is the inaugural PESA QLD Chair. In 2020, Carolyn delivered an online presentation to the virtual IPEN conference and has been nominated for a 2022 National Excellence in Teaching Award.

Matt Smith's journey in education first started serendipitously in 1995 as a volunteer teacher in Nepal. This experience inspired Matt to become a teacher and after 25 years in secondary school education, Matt remains passionate and committed to achieving great wellbeing and learning outcomes for students and staff. Matt has taught in the private and public sectors in South Australia and Queensland and in the last 10 years served in middle leadership roles in the wellbeing and positive education space.

Currently Matt is a Head of Year at The Gap State High School and very grateful to be leading significant whole school wellbeing initiatives underpinned by the principles of positive education. These include the design and implementation of the school's first whole school wellbeing framework and pioneering the school's 'home grown' Discovering Positive Education staff training workshops. Matt believes in the importance of building positive relationships based on gratitude, empathy, trust, humility and kindness. As a committed lifelong learner, Matt has gained considerable expertise in student/staff wellbeing and positive education. He completed a Master in Education – Leadership and Management with a strong student wellbeing focus, worked as a wellbeing consultant for the Langley Group and currently serves in a part-time role as the Content Coordinator for PESA.

Professor Lea Waters, AM PhD

Visible Wellbeing

Growing Through Adversity



Adversity is a part of life. Be it everyday adversity like study pressures through to extreme adversities like natural disaster, abuse or a global pandemic. Research shows three clear psychological trajectories following the experience of adversity: mental ill-health (downward trajectory), resilience (bouncing back to pre-adversity functioning) and growth (upward trajectory). Adversarial growth occurs when a person is transformed by the adversity in ways that make them different and stronger to the way they were before. Professor Lea Waters AM, PhD, will share with you the ideas and evidence behind adversarial growth. She will also present the direct research findings from her own published research on adversarial growth from 2015 onwards and use these findings to suggest the factors that schools can put in in place to increase the likelihood of adversarial growth in students and staff.
Order of Australia recipient, Professor Lea Waters AM, PhD, is an Australian academic, psychologist, author and speaker who holds a PhD in Organisational Psychology and is a world expert in School Psychology and Parenting. She is the Director of Visible Wellbeing, the Founding Director of the Centre for Positive Psychology (now the Centre for Wellbeing Science), University of Melbourne, and holds a position on the Science Board of UC Berkeley's Greater Good Science Center.

Lea's online family program the Strength Switch is based upon her acclaimed parenting book, 'The Strength Switch', which was the top release on Amazon in the parenting category and has been published in ten languages.

Lea's TEDx talk, Warning: Being positive is not for the faint hearted!, explores how we can use social media to have a positive impact on others' wellbeing and has been viewed more than 150,000 times. In 2020, Lea was named a Member of the Order of Australia (AM) for her leadership in psychology, education and the mental health sector in Australia.

Lea is the recent Past President of the International Positive Psychology Association (IPPA) (2017- 2019) and is the Patron for Flourishing Education Japan and the Ambassador for the Positive Education Schools Association.

For over a decade, Lea has worked with hundreds of schools across the globe. She has worked with Public/Government Schools, Independent Schools, Anglican Schools, Catholic Schools, Lutheran Schools, Christian Schools and International Schools.

PESA
Positive Education Schools Association

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