

Keynote

Dr Tom Brunzell, PhD Director Berry Street Education Model



Proactive Positive Education Strategies for Students Struggling with Escalation and Classroom Connection

Managing complex student behaviours often requires a whole-school positive education approach. Triaging emergencies in our campuses often exhausts our time and attention--and depletes the collective wellbeing of students and staff. In direct response, our new longitudinal research suggests that supporting young people requires a shift in staff mindset to focus on proactive, consistent structures which bolster the systems surrounding and including students. Learn strategies that help staff maintain a proactive lens for understanding behaviour and trauma-informed positive education (TIPE) strategies that increase students' capacities to set higher expectations for themselves.

Dr Tom Brunzell (MST, EdM, PhD) has experience as a teacher, school leader, researcher and education advisor. Currently he is the Director of Education at Berry Street and Honorary Fellow at the University of Melbourne Graduate School of Education. Tom presents internationally on topics of transforming school culture, student engagement, trauma-informed practice, wellbeing and positive psychology, and effective school leadership. His research at the University of Melbourne investigates trauma-informed strengths-based classroom strategies; and both the negative impacts of secondary traumatic stress and the positive impacts of wellbeing on teachers and leaders working towards educational equity in their communities. His book: *Creating Trauma-informed Strengths Based Classrooms*, co-authored with Dr Jacolyn Norrish, is available through Hachette/Jessica Kingsley Publishers, UK, and booksellers world-wide.

Keynote

Amy Green

Founder (The Wellness Strategy), Educator Wellbeing and School Culture Expert



Educator Wellbeing; The Real Work We Need To Do

Educator and staff wellbeing is becoming more paramount with the need to address this high on most school agendas. What can be challenging though is how we go about this.

The word wellbeing is not what it seems, especially in the workplace, where it is commonly overused, and misunderstood. Right now, there is a plethora of information available at the click of a button, but not all of it is relevant, achievable, or backed by science.

As we look to improve educator wellbeing we need to ask the following questions:

How do we move from sporadic to embedded approaches?

How do build collective efficacy and collective responsibility?

How do we do the real work that matters to improve educator wellbeing?

Join Amy as she shares with you the answers to these questions and unpacks for you individual and organisational strategies all schools can benefit from.

Amy is founder of The Wellness Strategy, a published author, speaker, facilitator, and coach, and a leader in improving workplace culture and wellbeing in schools.

As a past teacher and school leader, Amy is determined to change the way we view staff wellbeing in order to support our everyday and workplace needs. With a background in teaching and leadership and having studied human behaviour and positive psychology, Amy brings to the wellbeing space a fresh approach to what can be a sensitive topic.

Amy guides workplaces to understand the difference between individual and collective wellbeing to ensure all employees feel safe, valued, and fulfilled, and to bring about a workplace culture in which all staff thrive and flourish.

Her best-selling book 'Teacher Wellbeing; A Real Conversation for Teachers and Leaders', has been read across the globe, seeing her present to national and international audiences.

Masterclass

Justin Robinson Director, The Wellbeing Distillery



Living and Teaching with Alignment and Vitality

Teaching is demanding yet rewarding. At The Wellbeing Distillery, we've identified four powerful components, or "Vectors," that enhance teacher wellbeing and engagement. These Vectors serve as guides, providing teachers and schools with direction and purpose. By aligning teachers' values, goals, habits, and boundaries, we can create a healthy and sustainable teaching environment.

In this Masterclass, Justin will share practical strategies and tactics to support teaching wellbeing at both individual and organisational levels. Topics covered include:

- identifying core values,
- setting effective goals,
- cultivating beneficial habits, and
- establishing healthy boundaries.

Justin Robinson is co-founder of The Wellbeing Distillery, an organisation committed to inspiring wellbeing through equipping teachers and empowering school communities. Formerly, Justin was the inaugural Director of the Institute of Positive Education, based at Geelong Grammar School, where he was instrumental in pioneering Positive Education for more than a decade. Justin is passionate about designing, implementing, and sustaining evidence-informed approaches to wellbeing. He is an Honorary Fellow of the University of Melbourne's Graduate School of Education and a board member of the International Positive Education Network.

Masterclass

Glen Gerreyn Director, The HopeFull Institute



Creating a Thriving Classroom

In this presentation, we will explore five ideas that can help educators establish a positive and growth-oriented atmosphere for their students. By implementing these strategies, we can foster engagement, motivation, and overall student success.

By giving students a clear vision, facilitating flow, fostering bravery, unlocking their power to be present, and nurturing gratitude, educators can lay the foundation for a positive, engaging, and successful learning environment. Implementing these strategies can transform classrooms into thriving spaces that support students' growth, motivation, and achievement.

Over the past 20 years Glen has shared his message of hope with over a million people around the world; engaging with students, parents, teachers, employees, sporting groups and community leaders. Glen's been invited to speak at TEDx events and on national TV and radio. He's authored five books and created numerous courses.

Glen has a unique ability to capture the attention of thousands, while deeply affecting individuals. So much more than being able to inspire, is the absolute art of being able to compel people to take action in their lives. Therein lies Glen's undeniable gift. With a unique ability of encoding today's data into tomorrow's dialect, Glen continues to offer audiences profound experiences of meaning and identity; shifting perceptions, challenging boundaries, and motivating positive change.

Workshops

Presenter(s)	Organisation	Workshop Title	
Teaching Staff from Applied Positive Psychology Faculty	The Gap State High School	Experiential Outdoor Learning for Positive Education	<p>At the Gap State High School, we incorporate the elements of the PERMAH model through experiential learning in outdoor spaces, to provide students with a range of opportunities to develop their personal, social and leadership capabilities alongside supporting their wellbeing. Applied Positive Psychology (APP) is a Year 7-11 core subject that incorporates year level camps, adventure activities and classroom learning. A key part of our program is the Leadership Training Centre which features rock-climbing, high ropes, abseiling and an internal caving system.</p> <p>This session will involve actively participating in activities from the APP program including collaborative bouldering tasks in our Leadership Training Centre. We will share our successes and challenges in engaging students, providing meaningful assessment opportunities and incorporating the Australian Curriculum into our program.</p>
Michelle Cole, Child Safety Education Manager	Daniel Morcombe Foundation	Momentum gained from moments	<p>Safety and wellbeing are nothing new. Increasing focus in schools on both of these can be supportive, but also can feel like 'another thing to do'. Adding to an already full load. The 'Australian Mental Wellbeing Index' 2022 reported that "nearly one in three (30%) report poor levels of mental wellbeing." Solutions are needed but finding ways to integrate wellbeing strategies into a busy curriculum can be challenging. Knowing where to start can be really hard and overwhelming – especially when we are putting everyone else's needs before our own! So how can we find ways to make the time? Using moments to create momentum for improved wellbeing. In this practical workshop with time for reflection and action-plan, we will explore ways to combine personal wellbeing strategies alongside tools to support our students. Using key 'moments' during the school day to help build momentum for wellbeing and connection.</p>
Rhiannon McGee, Director of Student Experience and Engagement, and Cat Lamb, Positive Education Collaborator	Geelong Grammar School	Cultivating ecosystems that support wellbeing: Empowering educators for positive impact	<p>There has been a growing recognition of the importance of prioritizing educator wellbeing in the mainstream discourse - and for good reason. Teaching can be a demanding profession and the last few years have been particularly challenging. Effective student support also begins with educator self-awareness and self-care. Educators should be empowered with skills and strategies which support their own wellbeing and that of their students. In this interactive workshop, Rhiannon and Cat will draw on their own extensive experience as wellbeing educators to make a compelling case for prioritising meaningful professional learning for teachers. Providing evidence-based insights and practical research, this workshop will equip participants with the knowledge and tools to advocate for a holistic approach to educator wellbeing that extends beyond isolated and ad hoc activities. Participants will engage with successful experiential learning strategies which they can implement in their unique school context.</p>

Workshops

Presenter(s)	Organisation	Workshop Title	
Alita Lee, Deputy Principal, and Vanessa Rebgetz, Principal	Queensland Academies Health Sciences Campus	The power of grit in the pursuit of personal success in the Diploma Programme (Senior Phase)	At QAHS we are at the three-year mark of embedding a well-being strategy that has improved student academic performance, generated a common language for our learning community and it has reduced attrition, academic behavioural incidents (non-submission of assessment) and the number of students not meeting requirements to attain the IB Diploma. This session shares the evolution and three practical take-away strategies of a well-being framework, generated through an appreciative inquiry approach to gather community voices, grounded in researched best practice, specifically grit (passion and perseverance towards long term goals) designed to harness student (and staff) strengths and agency to actualise personal success.
Aimee Bloom	The Wellbeing Distillery	Harnessing the Power of Mindfulness – Personally and Professionally	This hands-on workshop will introduce the concept of Mindfulness, and how it can be of benefit both personally and professionally. We will provide an overview of the relevant research, explore the associated physical and psychological benefits, and discuss how you could successfully integrate relevant practices into your classroom. Participants will engage with a range of activities, practices, and tactics. They will also be given sample activities and mindfulness scripts to take back to their schools. An opportunity will be provided for participants to collaborate and share their own tried-and-tested ideas.
Trudi Horler, MAPP	All Hallows School	Peer Coaching in Positive Education – Fostering Teachers' Self-Awareness and Wellbeing at Work	The pursuit of holistic education doesn't stop at students; educators themselves can benefit profoundly from processes that boost self-awareness and wellbeing. This masterclass delves into the concept of peer coaching within the Positive Education framework, focusing on bolstering teachers' personal development and wellbeing in their professional setting. Central to this approach is the incorporation of principles from Ontological Coaching and Leadership, which examines the interplay of language, emotions, and physiology in shaping one's being and actions. Takeaways: Participants will gain an emerging understanding of the potential of peer coaching to enhance personal and professional wellbeing. Through the lens of Ontological Coaching and Leadership, they'll be equipped with examples of tools and insights to help navigate their own development and support their peers in doing the same. The contention being that by understanding and applying ontological principles, we can create more cohesive, supportive and resourceful communities.