Monday Mar 30th 4:30pm-5:45pm AEDT

Harnessing Collective Action to Sustain Wellbeing Initiatives in Learning Communities

Optimising collaborative community practices in an interconnected learning system.

Presented by
Dr Tan-Chyuan Chin
Senior Lecturer in Wellbeing Science, The University of Melbourne

Every learning community has its own sets of processes, policies, place-based needs, guiding frameworks, context, culture and challenges. How do we consider all elements in the learning community, to develop critical reflection so that wellbeing learning and engagement practices adapt and mature over time?

This masterclass is based on the published process framework, the "System and Individual contributions to learning Communities using Theory of Change" (SyInC-ToC), developed to provide learning communities, school networks, and local and state governments with essential principles for developing wellbeing capabilities across their communities.

By the end of this session, participants will:

- Identify and analyse **individual**, **collective**, and **contextual** factors that influence **sustainable** change with planned wellbeing initiatives.
- Map and evaluate one's **wellbeing framework**/**model** against evidence-based wellbeing capabilities.
- Develop a **working systems-informed** approach to co-design and co-create change in one's learning community.

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THE PRESENTER

Dr Tan-Chyuan Chin
Senior Lecturer in Wellbeing Science, The University of Melbourne

Tan-Chyuan is Senior Lecturer in Wellbeing Science at The University of Melbourne, with academic and industry expertise at the intersection of education, psychology, and wellbeing science. She is recognised locally and internationally as an experienced wellbeing educator, with outstanding research background, and an unwavering commitment to promote wellbeing science knowledge in an engaging, relatable, and practical way for the community. TC speaks regularly at major national and international conferences, has published over 30 peer-reviewed articles and chapters, as well as 18 commissioned reports for Industry, Local and State Government departments in Australia. She has worked with over 300 learning communities, across 11 countries.

A Senior Lecturer in Wellbeing Science at the University of Melbourne, TC specialises in co-designing evidence-based learning, strategy, and policy with schools, governments, and youth organisations to strengthen wellbeing and mental health across whole communities.

FULL ABSTRACT

This interactive masterclass provides attendees with opportunities to reflect, review and refine their current wellbeing initiatives. The attendees can select any or all of the four broad categories to work through during this session:

1. Learning community strategic planning: identify and map the change process and the expected outcomes of wellbeing initiatives in the learning community;
2. Monitoring and evaluation through action research: track processes and outcomes over time, allowing the learning community to assess the various levels of contribution to change, and revise their plan;
3. Advocacy and engagement through communication: proactive and continuous communication about the change process with the various partners and learning community stakeholders;
4. Learning through ongoing reflective analysis and practice: creating enabling conditions to encourage reflection and facilitate learning for the community. Attendees will gain insights and practical strategies to facilitate discussions to consider place-based needs, clarify knowledge gaps, and develop a working systems-informed approach to co-design and co-create change back in their learning community.

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