POSITIVE SCHOOLS 2013
Mental Health & Wellbeing Conference

brining positive education alive in all Australian schools

Love to learn
WELCOME

The Positive Schools 2013 Mental Health and Wellbeing Conference

Celebrating its fifth anniversary, The Positive Schools 2013 Mental Health & Wellbeing Conference aims to engage, inspire and ignite your passion for positive education.

Helen Street

Neil Porter

Engage, Inspire, Ignite
Positive Teacher of the Year Award proudly supported by The University of Western Australia, KidsMatter, MindMatters and Geelong Grammar School

Selected from over 700 nominations (see the back of this booklet)

Congratulations

David Sawers
Gingin District High School WA Positive Teacher of the Year 2013

Jane Acutt
Ipswich Girls’ Grammar School QLD Positive Teacher of the Year 2013

Phillippa Adgemis
Manchester Primary School VIC Positive Teacher of the Year 2013
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Combine an understanding of mental health with a fun, creative activity.

DESIGN A POSTER
COMPETITION

HEALTHY BODY
+
HEALTHY MIND

= A HEALTHY AND HAPPY ME

To find out more: Tel: 9420 7277
Email: reception@waamh.org.au
Website: www.waamh.org.au

WAAMH
Western Australian Association for Mental Health

The aim of the competition is to promote positive mental health and wellbeing, by creating a poster that promotes the message. Open to students in upper primary and secondary school.

Competition now open - entries close 9 August 2013.

Prizes include: classroom resources; stand-up paddle board lessons and river trip; family tickets to see Peter Pan; winning posters printed on postcards and used to promote Mental Health Week October 2013.

The Western Australian Association for Mental Health is pleased to be part of the Positive Schools Conference 2013.
<table>
<thead>
<tr>
<th>Time</th>
<th>Main Stage</th>
<th>Workshop A</th>
<th>Workshop B</th>
<th>Workshop C</th>
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<tr>
<td>8.45</td>
<td>Richard Pengelley &amp; Helen Street Welcome to Positive Schools 2013</td>
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<td>9.00</td>
<td>Andrew Fuller: Guerilla Tactics for Teachers</td>
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<td>9.30</td>
<td>Dorothy Hoddinott: An Inspirational Journey Helping Refugee Children to Find Education</td>
<td>Maggie Dent The Importance of Calmness, Silence and Stillness in Children’s Lives</td>
<td>Geelong Grammar School School-Wide Practices To Enhance Wellbeing</td>
<td>beyondblue Sensibility E-learning is here</td>
<td>Bianca Orsini Youth Homelessness Matters</td>
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<td>10.00</td>
<td>Matthew White: Introducing Positive Education – From Sport to English Literature</td>
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<td>10.30</td>
<td>Positive Teacher of the Year 2012: The Winners Journey</td>
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<td>11.00</td>
<td>Morning Tea</td>
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<td>11.30</td>
<td>beyondblue: WA/VIC Brian Gaetz, General Manager, QLD Hon Jeff Kennett, Founding Chairman</td>
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<td>12.00</td>
<td>WA Stacey Waters - The Students View QLD - Peter Renshaw - Sustainable Learning VIC Michelle McQuaid - The Reach Foundation – Youth Culture</td>
<td>Andrew Fuller Guerilla Tactics for Teachers</td>
<td>Julie Davey The Fabfirst5 And The Possibili-Tree – 'Strategies To Boost Resilience Through Positive Focus'</td>
<td>WA - SDERA - Preventing Adolescent substance abuse QLD/VIC Jane Higgins - What’s Up Man? – Teen boys in Australia</td>
<td>Steve Heron Gimme 5 – Bully-Proofing - All Power To The Shields</td>
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<td>12.30</td>
<td>Geelong Grammar School - Establishing Wellbeing As An Essential Component Of A Thriving Education System</td>
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<td>13.30</td>
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<td>14.00</td>
<td>The Michael Carr-Gregg Hypothetical</td>
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<td>The Sorrows of Young Whoppie - modern day</td>
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<td>ethical, moral and legal dilemmas in</td>
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<td>adolescent psychology</td>
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<td>The Panel: The Principal, The Psychologist,</td>
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<td>The Education Expert</td>
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<td>15.00</td>
<td>Afternoon Tea</td>
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<td>15.20</td>
<td>KidsMatter and MindMatters</td>
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<td>Positive Teachers and Whole School</td>
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<tr>
<td>15.30</td>
<td>Keynote Address</td>
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<td></td>
<td>Maggie Dent</td>
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<td>Dare To Be An Exceptional Teacher</td>
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<td>16.30</td>
<td>Day One Conference Close</td>
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### Registrations 8.00 – 9.00

<table>
<thead>
<tr>
<th>Time</th>
<th>Presenter</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9.00am</td>
<td>Kerry O’Brien</td>
<td>Welcome to the PS 2013 Master Class</td>
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<tr>
<td>9.10am</td>
<td>Helen Street</td>
<td>Helen Street - A is for Average - rewards, punishments and intrinsic motivation</td>
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<tr>
<td>9.50am</td>
<td>Andrew Martin</td>
<td>Promoting Students’ Academic Growth and Academic Buoyancy</td>
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<td><strong>Morning Tea</strong></td>
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<tr>
<td>11.00am</td>
<td>Michael Carr-Gregg</td>
<td>Surviving Year 12 - how to prepare students for the final year of school</td>
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<tr>
<td>11.35am</td>
<td>Jason Clarke</td>
<td>How Our Minds Work, and Why Sometimes They Don’t</td>
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<tr>
<td>12.10pm</td>
<td>Tim Sharp (Dr Happy)</td>
<td>The Primacy of Positivity – applying the principles of positive psychology</td>
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<td><strong>LUNCH</strong></td>
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<tr>
<td>13.45pm</td>
<td>Kerry O’Brien</td>
<td>Awards (note awards will be presented AFTER panel in WA)</td>
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<tr>
<td>14.00pm</td>
<td>THE PANEL</td>
<td>How do we instil a love of life long learning in young Australians. How does this fit with getting</td>
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<td></td>
<td>Kerry O’Brien</td>
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<td></td>
<td>Helen Street</td>
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<td>Andrew Martin (WA &amp; VIC)</td>
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<td>Michael Carr-Gregg</td>
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<td>Tim Sharp</td>
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<td><strong>Thankyou</strong></td>
<td>Close</td>
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A chance to meet the presenters over coffee

Originated especially for Positive Schools 2013, The Staff Room is a new concept in conference participation. With open access for all delegates, it offers the opportunity for you to meet your favourite presenters face to face to share a chat, to ask a specific question or simply to ask them to sign a book.

Positive Schools offer a great opportunity to see your favourite educators and authors present in person. Often their words will inspire you and motivate you to further pursue the ideas and strategies they suggest. You may choose to buy a book they have written, in which case you can visit The Staff Room to ask them for a signature. You may feel motivated to read further notes or articles on ideas you have heard discussed in which case, The Staff Room offers an informal opportunity to speak to the presenters in person to ask for their personal recommendations.

You may wish to invite a presenter to your school to share their wisdom and knowledge with your whole staff. The Staff Room offers an opportunity for you to make the first step

The Staff Room offers a relaxed setting so that you can meet presenters up close and personal throughout the day. Look out for the signs
SenseAbility

A suite of modules designed to enhance emotional and psychological resilience in secondary school aged Australian students.

SenseAbility is a strengths-based resilience program designed for those working with young Australians aged 12–18 years.

SenseAbility comes in seven modules:

- six covering life ‘senses’: self-worth, control, belonging, purpose, future, humour
- one covering essential skills, such as good communication, self-management, and helpful thinking.

The program is based on cognitive-behavioural principles, the evidence-based approach which says that our thoughts play a critical role in influencing feelings and consequent behaviour.

SenseAbility modules easily ‘tap into’ coursework that teachers are already delivering, and so will complement existing curriculum programs. It is particularly well suited to English, Drama, Social Studies, Physical Education, and Pastoral Care.

Young people who possess sound social and emotional skills are generally better able to cope with the stressors of daily life. They also tend to have better relationships with parents, teachers and peers, and perform better academically. Very importantly, having these skills makes it less likely that a young person will experience significant mental health problems in the future.

Also available

SenseAbility e-learning, a free professional learning program designed for the education, health and community sectors.

It was developed to assist teachers and others who work with young people in delivering SenseAbility and, in particular, the Essential Skills module.

To learn more visit
www.beyondblue.org.au/senseability
For once you have tasted flight you will walk the earth with your eyes turned skywards, for there you have been and there you will long to return.

Leonardo da Vinci
WA/VIC Positive Schools Host - Richard Pengelley

QLD Positive Schools Host - Helen Street

WA/VIC - About Richard
Richard was born in Bahrain and came to Australia as a 10 pound pom. Educated in Perth, he graduated from UWA as a PE teacher in 1981. After working in state schools he accepted a job at Hale School where he eventually became the Chaplain and an ordained Anglican priest. He has since run a large parish, been a university college Chaplain, Assistant Professor in Sports Science, Sub-Dean UWA Community, and he now works as the Director of Service Learning and Leadership at Christ Church Grammar School. Richard is also a member of the Positive Schools Conference team and has hosted the WA event in previous years as well as presenting on the main stage. Richard was a dual Olympian and captain of the Australian water polo team and he is married to a teacher with 3 adult daughters, two of whom are also teachers. His passions include sport, the beach, reading, travel and boys and men’s spiritual and emotional health.

QLD - About Helen
Social psychologist and stress expert Dr Helen Street has worked extensively in Australian schools since 1999. Her work focuses on staff wellbeing, goal setting and motivation and has been presented internationally in academic journals and in the popular media. Her work has been met with international acclaim and has been endorsed by His Holiness the Dalai Lama and ‘brown eyes blue eyes’ creator Jane Elliott, among many others. In addition to her academic role, Helen is an adjunct research consultant for the health department of WA's Centre for Clinical Interventions and co-chair for Positive Schools. In 2011 Helen was awarded the title of Honorary Research Fellow with the School of Graduate Education at UWA. She was the show psychologist for Channel Ten’s ‘The Circle’ and is now a regular feature writer for Western Teacher. Helen’s latest book ‘Life Overload’ came out in 2011. Helen is one of the original creators of Positive Schools in addition to being a regular host and presenter at the events.
The talk (and follow-on workshop) will cover:

• The first week: an omen for madness or serenity
• Keeping your S**T and your stuff together
• Wheeling and dealing
• Staying sane in a sometime mad job
• Time Savers
• Using brain science to create impactful lessons
• Pearls from swine—extracting miraculously good marks
• Critical Tricks for dealing with kids
• Keeping your head while all those around you are losing theirs

About Andrew

Andrew Fuller works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. He is a Fellow of the Department of Psychiatry and the Department of Learning and Educational Development at the University of Melbourne. Andrew’s most recent book “Life: A Guide” is available in bookshops. He is the author of TRICKY KIDS, which has been now published in ten languages, and many other popular titles. Andrew has also co-authored a series of programs for the promotion of resilience and emotional intelligence used in over 3500 schools in Britain and Australia. Andrew continues to counsel young people.

Andrew has recently been the scientific consultant for the ABC on a 5 episode series called Whatever: the science of the teenage brain. He has also been a principal consultant to the national drug prevention strategy REDI, the ABC on children’s television shows, is an Ambassador for Mind Matters and is a member of the National Coalition Against Bullying. The concept of "resilience" offers a coherent framework for the creation of schools that are sensitive to the developmental needs of young people and their teachers.
Holroyd High School in Sydney’s South-West, is a disadvantaged school, where one in three students has been in Australia less than three years and approximately sixty percent are of recent refugee background. Many of these students have had substantial interruption to their schooling, all have suffered trauma and all are poor. They start their journey of learning and of a better life at the school gate. Holroyd High has been able to build a positive and vibrant school culture, with high expectations, that sees between thirty to forty percent of its students go on to university study. In this session, Holroyd High Principal, Dorothy Hoddinott, will talk about how the school makes that journey possible.

About Dorothy

Dorothy Hoddinott has a deep commitment to social justice and has been a strong public advocate for the human rights of refugees and asylum seekers. In 2004, she was short-listed for the Australian Human Rights Medal. She was conferred an Honorary Fellow of the University of Sydney in 2006, and in 2008 was made an Officer of the Order of Australia. She is a Fellow of the Australian College of Educators, and was awarded the College Medal in 2012, the first time the Medal has been awarded to a practising school educator. She was appointed a Fellow of Senate of the University of Sydney in 2010.

Dorothy is Principal of Holroyd High School, in Sydney’s Western suburbs. Holroyd High is a Priority Schools Program school, and in 2011-12 is taking part in the low SES schools partnerships. The school builds high expectations for its students, of whom approximately sixty percent are young refugees. Currently, over forty percent of students who complete an HSC at Holroyd High gain university entrance.

Dorothy has taught English and ESL in government and non-government schools in UK, Italy and NSW. She has also had extensive experience in policy advice, curriculum and syllabus development, examinations and assessment, and the professional development of teachers at both state and national levels.
St Peter’s College, Adelaide

Measuring whole-school wellbeing: The St Peter’s College – Adelaide Student & Staff Wellbeing Survey

Recognised by Martin Seligman as a world leader in developing an evidence-based approach to wellbeing St Peter’s College, Adelaide, has embraced wellbeing as a central part of its mission. However, traditional change models are still the norm in many organisations where change is viewed as a step-by-step process that aims to address problems – rather than a transformational approach where the aim is to radically alter the organisation by growing the good.

St Peter’s College, Adelaide, Australia has incorporated Seligman’s (2011) positive education model into its new strategic direction to support its mission to provide ‘an exceptional education that brings out the best in every boy.’ It has also adopted an evidence-based approach to this model in every area of education. This presentation reports on the results of research used to evaluate a whole-school approach to wellbeing in the academic and co-curricular domains. Particular reference will be made to St Peter’s College Wellbeing Survey, Sports Coaching Model and developments in the teaching of English Literature.

About Matthew

Dr Mathew White is Director of Wellbeing at St Peter’s College, Adelaide, where he is a member of the Senior Leadership Team. Mathew has been Director of Leadership of the social enterprise Teach For Australia specializing in strategy development and management and the first Head of Positive Education at Geelong Grammar School where he taught for 11 years.

A Fellow at Melbourne Graduate School of Education Mathew has authored book chapters and peer-reviewed articles on wellbeing. He has advised corporate, non-profit, independent, government and catholic education systems on applications of positive psychology. He is a member of the advisory panel for the University of Melbourne’s Positive Psychology Centre and Dr Seligman’s role as Adelaide’s Thinker in Residence.
2012 Positive Teacher of the Year

WA - Peter Trimble, Brentwood Primary School
QLD - Sherrin Justo, Nambour State High School
VIC - Karen Brunskill, Glendal Primary School

WA Positive Teacher 2012 - Peter Trimble
Deputy Principal, Brentwood Primary School, WA

Creating a Caring School – ‘Four years can make a world of difference’
The cornerstone to Brentwood’s success is the whole school implementation of a virtues program allied with environmental and service projects. This program commenced in mid 2009 and has enhanced the culture of the school greatly. Students, staff and parents use the language of the virtues to acknowledge positive behaviour and remedy inappropriate behaviour. All processes related to the management of student behaviour are underpinned by the virtues. In the four years since its inception, there has been a dramatic shift to a more positive and restorative approach to dealing with student behaviour and the building of relationships. This includes students settling conflicts between themselves with little intervention from adults. In this presentation Peter will share with delegates how the components above have been embedded at Brentwood and the myriad of strategies implemented that have ensured success for the school.

About Peter

Mr Peter Trimble is the Deputy Principal at Brentwood Primary School and part of his role is leader of student management, health and well-being. He introduced the school to a virtues program in 2009 and this along with a raft of service and environmental projects underpins the pastoral care of the school community. His career has been with the Western Australian Department of Education since 1981 teaching in remote and rural communities before returning to Perth schools in 1988. He spent 12 months as a ‘Generalist’ School Development Officer assisting schools with priority planning with a focus in Mathematics and ICT’s.
Peter has always had an interest in effective relationship building within school communities and what this might look like, not just in individual classrooms but as part of the whole school culture. Marrying student service projects such as Brentwood’s ‘Seeds to Trees’ project, worm farms and vegetable gardens with the school’s student well-being programs has proved invaluable in ensuring a positive and happy culture exists at Brentwood.

QLD Positive Teacher 2012 - Sherrin Justo

HoD Social Justice, Nambour State High School

‘The true meaning of courage’

Courage to be a good leader - courage to be you in the classroom - courage for teachers to be the most important person in their classroom (teachers need to look after themselves) and why I have needed courage over the past few years and why I am going to need some more courage now…

About Sherrin – as written in her 2012 nomination by Sean

Sherrin heads up our Network Support Team, a group comprising support staff such as Guidance Officers, School Chaplains, School Nurse, Behaviour Support Officer and Indigenous Support Counsellors. Over the past three years she has done an outstanding job of welding this team into a highly-effective supportive group for our students.

She has initiated a range of programs that contribute to positive mental health outcomes for our kids ranging from anti-bullying programs, mental wellbeing programs, sexual violence programs, indigenous support programs etc. She also supports a number of students directly with their individual issues, many of which are a result of horrific family backgrounds and/or past trauma.

She has done this whilst dealing with a number of personal and serious health issues herself. Despite this, she is eternally cheerful, positive and energetic and is always the first to support others. She is an exceptional educational leader and an exceptional person.
Creating a Positive Learning Environment

Creating a positive learning environment is a fundamental educational goal. Optimising the capacity of schools to foster strong learners, positive social relationships and a supportive, safe learning environment is critical to student success.

Karen’s presentation will focus on how to develop a positive and supportive classroom learning culture from day one of the school year and share the personally designed “Creating Our Learning Community, Program”. Using school data and student wellbeing best practice Karen’s presentation will focus on current initiatives that enhance student mental health and encourage student engagement. Karen’s presentation will provide a snapshot of a whole school wellbeing program encompassing policy, values and programs. Many ideas could be adapted for secondary schools.

About Karen

Karen Brunskill is currently an Assistant Principal of a large multi-cultural Primary School. She has completed her Masters of Education specialising in Student Wellbeing and post graduate studies in Adolescent Health and Welfare. Karen has worked with the DEECD Eastern Metropolitan Region as a Student Wellbeing Officer in both Primary and Secondary sectors. Karen has authored several student wellbeing programs for Primary aged children and provided professional development for many Victorian Primary teachers. Karen’s involvement in major projects includes the Australian Governments National Values Framework in Education and the development of the Personal and Interpersonal domains of the Victorian Essential Learning Standards.

The Positive Teacher of the Year Award is proudly supported by
The University of Western Australia
KidsMatter and MindMatters
Geelong Grammar School Positive Education Team
WA/VIC Dr Brian Gaetz

General Manager: Research, Child and Youth at beyondblue

QLD The Honourable Jeffrey G. Kennett AC
Beyondblue founding chairman, former premier of Victoria

About beyondblue

beyondblue exists to provide a national focus and community leadership to increase the capacity of the broader Australian community to prevent depression and respond effectively. They aim to build a society that understands and responds to the personal and social impact of depression, works actively to prevent it, and improves the quality of life for everyone affected. offers secondary schools and tertiary settings, a range of information and curriculum resources to support student mental health and wellbeing.

About SenseAbility E-learning

SenseAbility E-learning is Here!

We are pleased to announce the release of the SenseAbility E-Learning Professional Learning Program. This program covers approximately three hours of professional learning and you will receive a certificate upon completion of the six topics. The SenseAbility team at beyondblue have been delivering workshops to teachers nationally for two years and have gained an insight into the delivery and implementation of the program. In response to the need for teachers and others who work with young people to be further supported in the delivery of SenseAbility, particularly the Essential Skills module, this E-Learning program has been developed.
About Jeffrey

The Hon Jeffrey Kennett AC was an Officer in the Royal Australian Regiment, serving at home and overseas. He was a Member of the Victorian Parliament for 23 years, and was Premier of the State from 1992 to 1999.
Mr Kennett is currently Chairman of the Board of Management of PFD Food Services Pty Ltd., Chairman of Open Windows Australia Proprietary Limited and Chairman of CT Management Group Pty Ltd. He is a Director of Equity Trustees Limited and Jumbuck Entertainment Limited. Mr Kennett is Chairman of beyondblue: the national depression initiative. Mr Kennett is Patron of a number of community organisations. In 2005 Mr Kennett was awarded the Companion of the Order of Australia.

About Brian

Dr Brian Graetz is General Manager: Research, Child and Youth at beyondblue. He oversees beyondblue’s research strategy including its current national and state-based grant funding rounds; its youth focused initiatives, and its national mental health programs in education (primary, secondary and tertiary) and early childhood and care settings.
Brian has background in education and child psychology having completed a Masters of Psychology (Clinical) and Ph D (Medicine). He has worked in the mental health sector for over 15 years in a range of roles including clinical practice, teaching, research, project management, strategic planning and policy analysis.
Want to know more?
For more information on the SenseAbility E-learning please visit www.beyondblue.org.au/senseability or contact Education Projects Manager Brendan Hallinan on 03 9810 6124 or email brendan.hallinan@beyondblue.org.au
Healthy teacher-student relationships are the cornerstone of effective education. Ample international research highlights the important role of a student’s connection to their teachers has in improving health and academic outcomes. This presentation will explore Australian data which describe the way in which students’ connection to their teachers is built over time and the important health and education outcomes it predicts. It will also highlight the key interpersonal features students have identified as critical for building a respectful relationship with their teachers. This highly practical presentation will explore this recent research and provide recommendations for the ways in which teachers can build healthy relationships with their students to enhance young people’s social and emotional health as well as improving retention and academic outcomes.

About Stacey

Associate Professor Stacey Waters is Director – Child Health Promotion Research Centre, Edith Cowan University, WA. Stacey has a strong track record in health promotion intervention research. Stacey has won over $1 million in research funding and has provided extensive expert consultation for Government and non-Government organisations preparing formative intervention designs and program evaluations. Stacey is passionate about the promotion of child and adolescent health and wellbeing and is committed to supporting evidence-based best practice in promoting health and wellbeing for this vulnerable target group.
QLD – Sustainable Learning: Strategies that engage students in deep learning beyond the classroom.

The Australian Curriculum includes the cross-curriculum priority of sustainability. This priority focuses attention on the interdependence of environmental, social, cultural and economic systems in order to enable students to appreciate and adopt more sustainable patterns of living. Over the past five years I have been working on a research project with Dr. Ron Tooth from the Pullenvale Environmental Education Centre and with innovative teachers from other Centres across Queensland to document the kinds of teaching strategies that engage students deeply in learning beyond the classroom and in developing the knowledge values and behaviours necessary for sustainable patterns of living. When students experience firsthand the natural world, and when that experience is mediated by innovative teachers, students demonstrate significant learning gains and changes in their values and behavior. In this presentation I will share highlights from this research project and illustrate specific pedagogies that make a difference. Included in these examples are pedagogies (i) based on narratives and storythreads; (ii) based on inquiry and learning beyond the classroom; (iii) critical place-based approaches. Specific cases will be considered to illustrate the kinds of deep learning that arise from these different pedagogies.

About Peter

Professor Peter Renshaw is head of The School of Education at The University of Queensland, one of the most productive and high profile schools of education in Australia. Peter’s research has focused on learning and teaching processes both at school and tertiary level. With a team of colleagues in the School of Education at UQ, he is currently investigating the quality of teaching and assessment practices in schools across Queensland. These projects are framed by a sociocultural theory of education that foregrounds the social and cultural construction of knowledge and identity, and the responsibility of educators to create challenging, inclusive and supportive learning contexts for diverse groups of students. Professor Renshaw was President and Secretary of Australian Association for Research in Education and a member of the Executive for over a decade (1991-2002). He currently is on the International Advisory Board of CICERO Learning, an interdisciplinary research centre at the University of Helsinki, Finland. He has active collaborations with European researchers in the Netherlands and Sweden, studying how teachers deal with student diversity and how they provide inclusive contexts for learning in multicultural classrooms.
VIC – Investigating the need to incorporate contemporary youth culture in positive education curriculums.

How do schools ensure positive education curriculums are fresh, engaging, and as relevant as possible for students?
Reach seeks to broaden the application of positive psychology theory by incorporating elements of contemporary youth culture into its peer-to-peer school-based programs. It has been observed by partnering schools that this approach can form a valuable complement to whole-of-school positive education curriculums by accelerating the experiential-learning opportunities for students.
Reach proposes a 3-step formula to ensure the effective application of positive psychology principles for adolescents. 1. The space - Create a safe and supportive space. 2. Relevant youth-friendly content. 3. The power of the group.
Presenters will provide educators with the strategies that have been used by Reach to engage and positively impact students for nearly two decades.

About Michelle

Michelle McQuaid is a workplace and wellbeing expert who is a best-selling author, a highly sought after trainer and a playful change activator. Michelle rode the dot com wave, became the youngest ever General Manager for one of the world’s largest advertising houses and climbed to the top of some of the largest corporate ladders in Australia, London and New York. Now she commits her time to helping organizations big and small to improve the well-being and performance of people at work. A passionate advocate for youth, Michelle also sits on the board of The Reach Foundation and Play for Life and partners with schools implementing positive education approaches. She was recently awarded the title of Honorary Senior Fellow in the Graduate School of Education at the University of Melbourne in recognition of her expertise and commitment.
She holds a Masters in Applied Positive Psychology from the University of Pennsylvania where she studied alongside the field’s founder Martin Seligman and is currently completing her PhD under the supervision of David Cooperrider; the founder of Appreciate Inquiry.
Geelong Grammar School Positive Education Team

Paige Williams, Charlie Scudamore and Justin Robinson

Establishing wellbeing as an essential component of a thriving education system

Through their daily contact with young people many teachers see the need for schools to provide the knowledge and skills to enable young people to flourish and develop intellectually and morally. Geelong Grammar School recognises the need to realign the purpose of education with the complex adaptive needs of the 21st century and is taking a lead role in emphasising skills for wellbeing as an appropriate goal of education as well as an enabler for academic success.

In this keynote address, one of our three Geelong presenters will outline the key principles of Positive Education and present a vision which all schools can follow to place wellbeing at the heart of education. Evidence will be presented to support the case of changing our current education paradigm to one which enables schools and individuals within their communities to flourish.

About Geelong Grammar School

Geelong Grammar School have been implementing the principles of Positive Education since 2008, when they were fortunate to have Professor Martin Seligman live with them for six months and train staff in the tenets of Positive Psychology. The School now has a robust Model for Positive Education which has the central aim of promoting wellbeing and a desired outcome of enabling students and staff to flourish.

The Model consists of six related domains – Positive Relationships, Positive Emotions, Positive Health, Positive Engagement, Positive Accomplishment and Positive Purpose. The six domains are underpinned by the important field of Character Strengths.
Peter has always had an interest in effective relationship building within school communities and what this might look like, not just in individual classrooms but as part of the whole school culture. Marrying student service projects such as Brentwood's 'Seeds to Trees' project, worm farms and vegetable gardens with the school's student well-being programs has proved invaluable in ensuring a positive and happy culture exists at Brentwood.

**QLD Positive Teacher 2012 - Sherrin Justo**

HoD Social Justice, Nambour State High School

'The true meaning of courage'

Courage to be a good leader - courage to be you in the classroom - courage for teachers to be the most important person in their classroom (teachers need to look after themselves) and why I have needed courage over the past few years and why I am going to need some more courage now…

About Sherrin – as written in her 2012 nomination by Sean

Sherrin heads up our Network Support Team, a group comprising support staff such as Guidance Officers, School Chaplains, School Nurse, Behaviour Support Officer and Indigenous Support Counsellors. Over the past three years she has done an outstanding job of welding this team into a highly-effective supportive group for our students.

She has initiated a range of programs that contribute to positive mental health outcomes for our kids ranging from anti-bullying programs, mental wellbeing programs, sexual violence programs, indigenous support programs etc. She also supports a number of students directly with their individual issues, many of which are a result of horrific family backgrounds and/or past trauma.

She has done this whilst dealing with a number of personal and serious health issues herself. Despite this, she is eternally cheerful, positive and energetic and is always the first to support others. She is an exceptional educational leader and an exceptional person.

About Paige

Paige Williams is the Positive Psychology Project Manager, in which she is responsible for identifying and developing pathways for GGS to implement Positive Psychology principles to the organisation. Born in London, Paige is a BA Hons Business Studies, with post graduate studies in Change Management and is undertaking a PhD with the University of Melbourne on her current work at GGS.

About Justin

Justin Robinson is the Head of Positive Education at Geelong Grammar School. His role involves strategically shaping the direction of Positive Education across Geelong Grammar School’s four campuses, including the explicit teaching of Positive Psychology to students in Years 7, 8, 9 and 10. Prior to this role Justin was the Head of Allen House, a senior co-educational day boarding house. Justin has a Master of Education (Policy and Administration) from Monash University-

Presentation Overview

About Charlie

Charlie Scudamore, Vice Principal at Geelong Grammar School. As Vice Principal, Charlie is Chair of School operational and strategic committees and oversees staff and student welfare. He also teaches all Year 10 students a Values and Ethics course. Charlie has been responsible for the organisation and implementation of the Positive Psychology at Geelong Grammar School and bringing to fruition the establishment of the Handbury Centre for Wellbeing
The sorrows of young Whoppie - modern day ethical, moral and legal dilemmas in adolescent psychology
Hosted by... Dr Michael Carr-Gregg

An hour long interactive session sees a fresh panel of experts unravel the story of fifteen year old Whoppie under the watchful eye of Michael Carr-Gregg.

Whoppie’s vulnerability to peer pressure combined with her use of the internet leads into some challenging territory …

The WA Panel

The media person: Geoff Hutchison from Radio ABC WA Mornings show
The GP: Dr Belinda Wozencroft Royal Australian College of General Practitioners (RACGP) Registrar GP of the year 2010
The Lawyer: Sarah King, solicitor in charge at Legal Aid, Fremantle
The Chaplain: Canon Richard Pengelley, Positive Schools host and Anglican chaplain with Christ Church Grammar
The Principal: Beth Blackwood, principal of PLC (Presbyterian Ladies College) Perth
The Psychologist: Dr Helen Street, Positive Schools chair, academic, author and presenter.

The QLD Panel

The media person: Gary Cary, presenter of Radio 4BC Mornings show
The GP: Dr Rob Kielty, Smart Clinics
The Lawyer: Damian Bartholemew, Youth Advocacy Centre
The Chaplain: Father Bryan Gadd, Anglican Church Grammar School
The Principal: Marise McConaghy, current deputy principal and former acting principal of Brisbane Girls Grammar School, Brisbane
The Psychologist: Michelle Chiang, specialist in adolescent and family counselling
The VIC Panel

The media person: Neil Mitchell, radio presenter 3AW
The GP: Dr Sally Cockburn (Dr Feelgood), radio 3AW
The Lawyer: David Whiting of Donaldson, Trumble Lawyers and 774 ABC Radio talkback segment in Melbourne
The Chaplain: Reverend Eleanor O'Donnell, Geelong Grammar School
The Principal: Catherine Misson, Melbourne Girls Grammar School
The Psychologist: Dr Sandra Boughton, clinical psychologist and academic specialising women and girls’ experiences of depression

About Michael

Positive Schools Ambassador Dr Michael Carr-Gregg is one of Australia's highest profile psychologists. He works in private practice in Melbourne. He is a columnist for Girlfriend Magazine and Australian Doctor. He specialises in the area of parenting adolescents and adolescent mental health. Michael has been the Consultant Psychologist to the Victorian Secondary Schools Principal's Association, Australian Boarding Staff Association, Australian Ballet School, St Catherine's School, and Melbourne Girls' College. In 2003 he was one of the founding members of the National Coalition against Bullying and became one of their national spokespersons. Most importantly, Michael is married and has two children, supports Hawthorn in the AFL and South Sydney in the NRL.
DISCOVERING POSITIVE EDUCATION

A fully residential four-day course at Geelong Grammar School that provides a personal and in-depth exploration of the science of wellbeing.

Geelong Grammar School is a world-leading school in Positive Education and was the first school to embed the principles of Positive Psychology into all aspects of school life.

The course explores the six domains of the Geelong Grammar School Model for Positive Education through which you will gain a thorough insight into the science of Positive Psychology, experience first-hand many of the concepts taught at Geelong Grammar School and discuss ways in which to plan, develop and deliver Positive Education in the classroom.

This course is open to any staff member currently employed within a school. Places are limited and we encourage you to secure your place as soon as possible.

DATES: Course 1: 24–27 June 2013
or Course 2: 24–27 September 2013

VENUE: Fully residential at Geelong Grammar School’s Corio Campus.

COST: $1980 (including GST) per person including all food and accommodation, training materials, sample lessons plans and the evening activity programme.

FURTHER INFORMATION: www.ggs.vic.edu.au/PosEd/DiscoveringPE
Dare to be an Exceptional Teacher

After parenting, teaching is the most important job on earth. However, in the past two decades there has been a complete paradigm shift in our society and the shift from doing things the old way to doing things the new way has created much chaos in our homes and schools. Despite the confusion, we know that competent teachers with good dispositions are still making enormously positive differences in the lives of students.

In this keynote address, author and educator Maggie Dent will challenge the mediocrity of meeting minimum standards and shaping people to be able to do a job rather than being a person who can change the world. Maggie inspires big thinking in a simple and practical way and shows that anyone can be exceptional in their career provided they follow the six keys to embracing the art of teaching excellence.

Maggie will explore the importance of human connectedness and give you some innovative ways of working with the unconscious mind that effortlessly opens really effective communication with students while reminding you of why you chose teaching as a career pathway in the first place. This keynote will stoke the fire in your belly personally and professionally.

About Maggie

Maggie Dent is an author, educator, and parenting and resilience specialist with a particular interest in the early years and adolescence. Maggie is a passionate advocate for the healthy, commonsense raising of children in order to strengthen families and communities. She has a broad perspective and range of experience that shapes her work, a slightly irreverent sense of humour and a depth of knowledge based on modern research and ancient wisdom that she shares passionately in a commonsense way. Maggie’s finest achievements are her four sons, deep human connectedness and her five books. www.maggiedent.com
Wellbeing... at the heart of good teaching and learning.

KidsMatter Primary is a mental health initiative that provides primary schools with proven methods, tools, and support to nurture happy, balanced kids.

MindMatters is the most highly used mental health initiative for secondary schools in Australia, providing exceptional professional learning, evidence based resources and tools, and an interactive website.

Join the growing number of schools making student mental health and wellbeing a priority.

To find out more go to: www.kidsmatterprimary.edu.au
www.mindmatters.edu.au
“The airplane stays up because it doesn’t have the time to fall.”

Orville Wright
The Importance of Calmness, Silence and Stillness in Children’s Lives

Today’s world is full of the immediacy of a busy life and it is impacting on children and adolescents. In this workshop, parenting author, educator and resilience specialist Maggie Dent explores the what, the why and most importantly the how of calming our children. You will learn about self-regulation, how to calm hyperactive children and to understand stress in children’s lives.

You will discover the cognitive, social and emotional benefits of silence and stillness and how it will bring you immediate benefits in your classroom and school. Maggie also explores building mindfulness in young children, which will help with their ability to interpret and interact more positively with their world.

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Geelong Grammar School Positive Education Team
Charlie Scudamore, Paige Williams and Justin Robinson

School-wide practices to enhance student and staff wellbeing

Geelong Grammar School have been implementing the principles of Positive Education since 2008, when they were fortunate to have Professor Martin Seligman live with them for six months and train staff in the tenets of Positive Psychology. The School now has a robust Model for Positive Education which has the central aim of promoting wellbeing and a desired outcome of enabling students and staff to flourish.

Geelong Grammar School’s whole school approach to wellbeing consists of significant staff training, the explicit teaching of Positive Education curriculum, the implicit teaching of wellbeing skills within academic subjects and the embedding of Positive Education principles through whole school practices. This workshop will focus on successful whole-school practices which have been implemented at Geelong Grammar School over the past four years. It will also include several new and exciting whole-school activities which will be rolled out at the school in the near future. Participants will leave with a broad range of wellbeing initiatives that could be successfully implemented into any school with a similar passion for student and staff wellbeing.

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About beyondblue

Beyondblue exists to provide a national focus and community leadership to increase the capacity of the broader Australian community to prevent depression and respond effectively.

They aim to build a society that understands and responds to the personal and social impact of depression, works actively to prevent it, and improves the quality of life for everyone affected. beyondblue offers secondary schools and tertiary settings, a range of information and curriculum resources to support student mental health and wellbeing.

About SenseAbility E-learning
SenseAbility E-learning is Here!

We are pleased to announce the release of the SenseAbility E-Learning Professional Learning Program. This program covers approximately three hours of professional learning and you will receive a certificate upon completion of the six topics.

The SenseAbility team at beyondblue have been delivering workshops to teachers nationally for two years and have gained an insight into the delivery and implementation of the program. In response to the need for teachers and others who work with young people to be further supported in the delivery of SenseAbility, particularly the Essential Skills module, this E-Learning program has been developed.

It is suggested the on-line professional learning is accessed individually and in teams. For more information on the SenseAbility E-learning please visit www.beyondblue.org.au/senseability
The Salvation Army
Youth Homelessness Matters

Awareness doesn’t equal change; it equals choice. I believe Schools are the foundation for real change to take place but we first need to improve choice for our students. The incidence of youth homelessness (12 to 18 years old) in Australia has doubled to 22,000 in the past 20 years with over 9,000 of those youth homeless and still attending School. 44,500 are estimated to be homeless under the age of 25.

You won’t see these youth on the streets. The majority will be hidden from sight, sleeping on someone’s couch because they don’t have anywhere else to go. They may have a roof over their head but without love, security and support of a family and scars of abuse and neglect – how can we truly say these youth have a home? In my presentation, I’ll speak from the heart about my personal experience of family breakdown, financial hardship and mental health issues – how they led to homelessness and how I’m overcoming it. I’ll share how Schools are taking a stand to prove this is not a lost cause. There is potential in every young Australian, whether at risk or not and we can all play a part in securing a positive future for them.

About Bianca

Bianca Orsini experienced homelessness at 20 years old after a turbulent childhood and a destructive and unsafe living situation. She lived a double life staying in crisis refuges, on couches or whatever else she could find whilst managing to maintain a job as a Legal Team Leader.

When her dream was achieved to work for The Salvation Army, the organisation which changed her life, she realised the potential outcomes of getting at risk young people connected to support and new opportunities. She has since set out on a journey to make positive change a reality for all homeless young Australians.
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Guerilla Tactics for Teachers

- The first week an omen for madness or serenity
- Keeping your S**T and your stuff together
- Wheeling and dealing
- Staying sane in a sometime mad job
- Time Savers
- Using brain science to create impactful lessons
- Pearls from swine - extracting miraculously good marks
- Critical Tricks for dealing with kids
- Keeping your head while all those around you are losing theirs

About Andrew

Andrew Fuller works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families. He is a Fellow of the Department of Psychiatry and the Department of Learning and Educational Development at the University of Melbourne. Andrew’s most recent book “Life: A Guide” is available in bookshops. He is the author of TRICKY KIDS, which has been now published in ten languages, and many other popular titles. Andrew has also co-authored a series of programs for the promotion of resilience and emotional intelligence used in over 3500 schools in Britain and Australia. Andrew continues to counsel young people.

Andrew has recently been the scientific consultant for the ABC on a 5 episode series called Whatever: the science of the teenage brain. He has also been a principal consultant to the national drug prevention strategy REDI, the ABC on children’s television shows, is an Ambassador for Mind Matters and is a member of the National Coalition Against Bullying. The concept of "resilience" offers a coherent framework for the creation of schools that are sensitive to the developmental needs of young people and their teachers.
The FabFirst5 and the Possibili-tree – ‘strategies to boost resilience through positive focus’

When used in class, the FabFirst5 assists children to focus on schoolwork by utilising the art of Distraction. The Possibili-tree helps them think outside of the box and solve problems. Using both elements together, this simple daily practice creates healthy habits by encouraging positive focus until it becomes an unconscious skill.

Children who are predominantly kinesthetic or visual enjoy creating their own Possibili-tree, ‘Wishing leaves’ and ‘Apples’ (the food-for-thought gained from each challenge) then displaying their poster permanently for early morning focus.

Much of Dr Martin Seligman’s research supports the theories behind this Program and his colleague Associate Professor Lea Waters suggested “The FabFirst5 may be a way to counteract negativity bias.”

About Julie

Julie Davey is dedicated to encouraging people to focus upon their strengths and reach their potential.

Initially trained as a General Nurse; Div.1, and mindful of the influence of mindset and prevention (or early intervention) in the attainment of wellbeing, Julie has spent the past 20 years researching positive psychology and presenting relevant theories into resources suitably attractive to children. She encourages parents to communicate positive messages to their children from Day One.

Author of eight books, she has presented to audiences in Singapore, New Zealand and Australia. Her books are distributed in 15 countries. Four, including the FabFirst5, have been translated into Korean.
WA School Drug Education and Road Aware (SDERA) – Helping young people meet alcohol and drug challenges

QLD/VIC Jane Higgins – The Odyssey Program - What’s Up Man? – Teen boys in Australia

WA – SDERA - Helping young people meet alcohol and drug challenges – not easy but achievable

Bruno Faletti, Anne Miller and Catriona Coe

Alcohol and drug (AOD) use by young people continues to be a concern for families, young people themselves and a host of groups involved in youth wellbeing including educators. The concern is well founded and in particular alcohol consumption is implicated in much of the harm and injury experienced by young people. AOD use has a host of underlying factors that relate to the individual, their environment and even the drug itself yet many people strive to find a simple solution for a complex issue. This workshop will engage participants in big picture thinking and provide hands on strategies related to addressing AOD use by young people with a particular focus on the school setting, prevention, early intervention, support and referral. Participants will walk out with comprehensive yet achievable ideas of how they can make a difference and how to access the resources to assist them.

About Bruno - Bruno Faletti is currently Manager of School Drug Education and Road Aware (SDERA). SDERA is an organisation that supports schools and communities to deliver drug education, resilience and road safety programs. Bruno has worked extensively as a consultant in the areas of health promotion and education and brings a wealth of experience to SDERA’s operations.

About Anne - After many years of working in education, Anne Miller’s interest in the health and wellbeing of children and young people lead her to join the SDERA team. Anne has written and published numerous curriculum support resources aimed at helping educators working in early childhood and school settings to implement evidence-based best practice resilience and wellbeing, drug and road safety education programs.

About Catriona - Catriona Coe is a consultant with SDERA. Catriona graduated from The University of Aberdeen with a Master of Arts Degree in Psychology. She has 12 years experience in the Alcohol and other drug field working as a counsellor, group facilitator and educator.
The Importance of Calmness, Silence and Stillness in Children's Lives

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What’s Up Man? – Teen boys in Australia

Adolescence is a tumultuous time for any teenager and a time where boys often engage in high risk taking behaviors. The lack of role models and ceremonies into manhood leave boys to find their own role models and develop their own initiations. We often see the tragic result of their unhealthy choices.

The Odyssey Program, a national in-school series of workshops, works with adolescent boys to explore masculinity and identity (among other topics). We challenge them to discover healthy roles models for themselves while assisting them to critically analyse who they are told to be by the media.

This workshop will offer the audience a snap shot of what is happening in “Boy World” and introduce participants to The Odyssey Program and the strategies we use to support boy’s mental health and well being as they journey into manhood.

About Jane

Jane Higgins began the Odyssey Program 5 years ago after meeting a boy in a park who was about to end his life. So affected was she by the young man, Jane vowed that she would find a way to support our boys through their journey into manhood.

She has a degree in Social work and a Masters in Social Science (Counselling) and so she set about developing 9 workshops which she and her team deliver to thousands of boys in schools all over Australia.

In 2011 her company was endorsed by the Australian Institute of Male Health and Studies. She is also the mother of two boys.
Buz in Schools & Nurture Works

Gimme 5 – Bully-proofing - All Power to the Shields

Effective strategies for keeping yourself safe and being respected.

Bullying can be defined as a repeated, persistent or systematic action by one or more people that violates another’s rights to feel safe and be respected. Bullying is about power imbalance. Bully-proofing is therefore about balancing the power. The BUZ Gimme 5 Tactics for Bully-proofing rebalance the power through a collective of strategies that empower children. WALK – When, how and where to walk away using positive body language. TALK – When and how to talk to someone who is picking on you. BOUNCE – When and how to use retorts. GET HELP – How, where and who to get help from. This may include intervention by trustworthy adults.

BULLY SHIELDS – All Power to the shields

1. Building yourself up  2. Having a group of supportive friends  3. Handling your feelings. 4. Changing negatives to positives. 5. Treat others as you want them to treat you.

About Steve

Steve Heron is the founder of “Nurture Works” and developer of “BUZ - Build Up Zone”. Steve has over 35 years experience working in pastoral care with children in schools, families, camps and the community. Author of the positive book “BUZOLOGY – Powering Hope in Children”, Steve is also a children’s book author, a song writer and innovator in his field. He has been described as an affirmative vandal because of his positive approach to making the world a better place for children.

Steve is currently contracted by YouthCARE (WA) to train Chaplains and Teachers in BUZ initiatives and programs in schools and has grass roots experience two days a week as a YouthCARE Chaplain in a public school.
The path to recognition for schools implementing whole school mental health and well-being approaches

WA WORKSHOP - Teaching Social Skills: Where do I start and where do I end?

SEL: In and Out of the Classroom. Using the expertise and experience of schools on the KidsMatter & MindMatters journey hear what works and what doesn’t work in implementing a Social & Emotional Learning (SEL) program and teaching social and emotional competencies successfully within a school setting.

Project staff will share insights, stories and practical examples from schools who have experienced success in embedding SEL throughout the curriculum. This session will highlight examples of SEL programs and instructional practice that works within the WA context and how this fits with the Australian Curriculum.

Stephen Macdonald – WA State Coordinator of KidsMatter
Joyce Lewis-Affleck – WA State Project Officer for MindMatters

QLD WORKSHOP - Positive schools in practice

A showcase of KidsMatter Primary and MindMatters schools demonstrating proactive approaches to wellbeing using whole school frameworks. Two schools will share their journey of wellbeing, passing on some useful hints and strategies.

Olivia Fisher – Queensland Co-ordinator for MindMatters
Michael Hardie – Queensland Primary Coordinator for KidsMatter

VIC WORKSHOP - Creating a Positive Organisation - planning for wellbeing.”

Creating a positive organisation takes planning and vision. MindMatters and KidsMatter have led the way in supporting schools to think more strategically about student wellbeing and have provided a variety of tools to make the process as accessible as possible.
Discover how your school can plan and work towards creating a positive school and be nationally recognised for your efforts. All resources and professional learning for schools are free.
Rob Mason – Victorian Coordinator KidsMatter

Vivienne Archdall – Victorian MindMatters State Project Officer

About KidsMatter

KidsMatter is proven to make a positive difference to the lives of Australian children. KidsMatter Primary aims to improve the mental health and wellbeing of primary school students; reduce mental health problems amongst students and; to achieve greater support for students experiencing mental health problems.

About MindMatters

MindMatters is a national mental health initiative for secondary schools funded by the Australian Government Department of Health and Ageing and implemented by Principals Australia (formerly APAPDC). MindMatters uses a whole school approach to mental health promotion based on the principles of the World Health Organization’s Global School Health Initiative and the Australian National Health Promoting Schools Framework.
Circle Solutions (CS) is both a philosophy for healthy relationships and a pedagogy for developing them. The framework for group interaction is based on respect, safety, inclusion, agency and equal opportunities for participation. Rather than focusing on specific problems it emphasises strengths and solutions.

The aim is for people to think reflectively and creatively, talk together about important issues, grow to have understanding about themselves and others, and over time develop skills to put into practice. Circles are also intended to be fun!

Circle Solutions address General Capabilities in the National Curriculum, the Revised Safe Schools framework, resilience programs and values education.

Evidence indicates that, with appropriate facilitation, relationships between students, class ethos, confidence, communication skills and teacher-student relationships change in positive ways and generalises beyond the classroom. (McCarthy, 2009) Schools all around Australia are finding CS to be effective in promoting wellbeing, connectedness and more pro-social behaviour.

This interactive workshop gives participants an overview of the Circle Solutions philosophy and an opportunity to participate in some Circle activities.

About Sue

Dr Sue Roffey is Adjunct Assoc. Professor at the University of Western Sydney, Founder and Director of Wellbeing Australia and Fellow of the RSA. She lives between Sydney and London and is an international authority on issues related to behaviour in school, social and emotional learning, relational quality and wellbeing in education.

Sue is a prolific author of both books and journal articles on these issues. Her latest (edited) book is Positive Relationships: Evidence based practice across the world. Sue initiated NAPCAN’s Aboriginal Girls Circle - an innovative program based in the Circle Solutions philosophy. See www.sueroffey.com
Natalie Houghton, CEO

The World Becomes What We Teach: How to build a generation of solutionaries through Jane Goodall’s Humane Education program

Humane Education is a process that promotes compassion and respect for all living things with a focus on environmental preservation, animal protection and social justice/human rights. Humane Education creates connections with the mind and the heart, with other people, animals and the environment on which we all depend. It is through knowledge and connection that individuals find the empowerment and motivation to take effective action towards a better world.

In this introductory workshop, Dr Alicia Kennedy will share some of the principles, methodologies and outcomes of Humane Education, giving participants a taste of what is possible through this relatively new and inspiring field of education - bringing hope for our society to create a peaceful, humane and just world. Participants will have the opportunity to engage in example lessons through group activities that illustrate the core principles of Humane Education.

About Natalie

CEO of the Jane Goodall Institute Australia, Natalie has had a diverse and rich life from teaching indigenous children in the Northern Territory, co-managing sheep and cattle stations in outback Queensland to running whale-watching eco-tourism adventures.

With an unyielding desire to help animals, Natalie completed a post graduate study of Animal Welfare 9 years ago, where she discovered a key to helping animals- Humane Education and Jane Goodall’s global Roots & Shoots program. Natalie soon realised the power of Humane Education in breaking the cycle of violence and apathy and creating change for a better world for animals, plants and eco-systems. Natalie echoes a key message of Jane Goodall - that it is time for humans to take responsibility and join together as compassionate, sustainable and peaceful Earth stewards.
The FabFirst5 and the Possibility-Tree – ‘strategies to boost resilience through positive focus’

When used in class, the FabFirst5 assists children to focus on schoolwork by utilizing the art of Distraction. The Possibility-Tree helps them think outside of the box and solve problems. Using both elements together, this simple daily practice creates healthy habits by encouraging positive focus until it becomes an unconscious skill.

Children who are predominantly kinesthetic or visual enjoy creating their own Possibility-Tree, ‘Wishing leaves’ and ‘Apples’ (the food-for-thought gained from each challenge) then displaying their poster permanently for early morning focus.

Much of Dr Martin Seligman’s research supports the theories behind this Program and his colleague Associate Professor Lea Waters suggested “The FabFirst5 may be a way to counteract negativity bias.”

About Julie

Julie Davey is dedicated to encouraging people to focus upon their strengths and reach their potential.

Initially trained as a General Nurse; Div.1, and mindful of the influence of mindset and prevention (or early intervention) in the attainment of wellbeing, Julie has spent the past 20 years researching positive psychology and presenting relevant theories into resources suitably attractive to children. She encourages parents to communicate positive messages to their children from Day One.

Author of eight books, she has presented to audiences in Singapore, New Zealand and Australia. Her books are distributed in 15 countries. Four, including the FabFirst5, have been translated into Korean.

Happy Schools
Launching at Positive Schools 2013

In 2008, as part of the Foresight Project on Mental Capital and Wellbeing, the UK Government commissioned the New Economics Foundation (NEF) to review the inter-disciplinary work of over 400 scientists from across the world. The aim was to identify a set of evidence-based actions to improve wellbeing, which individuals would be encouraged to build into their daily lives. In this workshop, creators of Happy Schools, Dan Haesler and Ray Francis dispel some of the myths and misgivings that might surround our attitudes towards happiness. Focusing on the science, this session will introduce you to the five evidence-based ways to wellbeing and some simple strategies, policies and interventions you can introduce to improve the wellbeing of your whole school community.

For more information please visit http://happyschools.com.au

About Ray

Ray Francis leads the PDHPE department at Emanuel School in Sydney, Australia. As a teacher of 25 years experience, Ray has worked in a wide range of environments and roles, ranging from Head of Department in a large inner-city London school to developing literacy support programs for ESL students in Western Sydney.

About Dan

Described as engaging, thought provoking and someone who pushes the boundaries; Dan Haesler has appeared alongside some of the world’s most respected educational thinkers including Sir Ken Robinson, Stephen Heppell and Barbara Fredrickson. As well as speaking around Australia, Dan’s work has been featured in professional journals and the mainstream media. In 2012 he was quoted in the Australian Houses of Parliament during a Senate Debate on Youth Depression and Suicide. He also writes for the education page of the Sydney Morning Herald.
Heavier-than-air flying machines are impossible. - Lord Kelvin, 1892
Kerry O’Brien has been recognised variously as Australia’s pre-eminent television journalist; one of the country’s most respected journalists; one of the best and most formidable interviewers; a journalist of courage, insight and integrity; the unchallenged king of serious prime-time current affairs; and the national face of the ABC.

As the compere/interviewer for Lateline (1989–95) and chair and editor of The 7.30 Report (1995–2010), he had an unrivalled 21-year career in daily television current affairs. He continues his hosting role as presenter for the recently revamped Four Corners program where he also worked as a reporter in the mid-1970s and mid-1980s. He has interviewed many leading international political figures including Margaret Thatcher, Nelson Mandela, Mikhail Gorbachev, Tony Blair, Colin Powell, and Barack Obama.

As well as anchoring current affairs programs, Mr O’Brien has presented the tally-room coverage of Australian elections for the ABC for more than 20 years.

His work as a journalist over a period of 46 years beginning with a cadetship with Channel Nine in Brisbane in 1965 has been recognised with six Walkley Awards, including the Gold Walkley and a Walkley for Outstanding Leadership. He was named a Queensland Great by the Queensland Government in 2011.

News stories he has covered over the years include the 1975 dismissal from office of former Australian Prime Minister Gough Whitlam, the 1984 US Presidential election, the Grenada invasion, the Marcos Coup in the Philippines, Australia’s historic win in the 1983 America’s Cup, and the attempted coup against Gorbachev in Russia.
He served as an Adjunct Professor in the School of Journalism and Communication at The University of Queensland from 2004 to 2007, during which time he contributed to the School’s anniversary celebrations.

Away from the spotlight, the veteran newsman enjoys Pilates, a quiet life with his family in the Byron Bay hinterland, white-water rafting down the Colorado River through the Grand Canyon and Sudoku puzzles. He lists one of his all-time favourite interviewees as actor/singer Bette Midler in 2005.
‘A’ is for Average - rewards, punishments and intrinsic motivation - understanding the link between motivation and a love of learning

This presentation looks at the power of intrinsic motivation to build a love of life and of life long learning. Students who are intrinsically motivated learn to embrace a multi faceted view of wellbeing that rises beyond ideas of immediate pleasure and positive emotion. Intrinsically motivated students have a sense of ownership and control over their day to day choices. They are more engaged in life and more content than their extrinsically motivated peers.

Teachers and parents often encourage desired behaviours with extrinsic rewards that offer the immediate positive emotion. We give children money for contributing to house work, stickers for sitting quietly in class and grade ‘A’s for handing in well written reports. However successful this type of extrinsic motivation may appear in the short term, it presents a number of significant barriers to a love of life long learning.

About Helen

Social psychologist and stress expert Dr Helen Street has worked extensively in Australian schools since 1999. Her work focuses on staff wellbeing and has been presented internationally in academic journals and in the popular media. Her work has been met with international acclaim and has been endorsed by His Holiness the Dalai Lama and ‘brown eyes blue eyes’ creator Jane Elliott, among many others. In addition to her academic role, Helen is an adjunct research consultant for the health department of WA’s Centre for Clinical Interventions and co-chair for Positive Schools. In 2011 Helen was awarded the title of Honorary Research Fellow with the School of Graduate Education at UWA. She was the show psychologist for Channel Ten’s ‘The Circle’ and is now a regular feature writer for Western Teacher. Helen’s latest book ‘Life
Promoting Students’ Academic Growth and Academic Buoyancy: Evidence-based Approaches to Educational Practice

This presentation proposes that the well-rounded student is one who is not only motivated and engaged but is able to bounce back when the going gets tough. Given this, the concept of academic buoyancy is introduced and the key motivation factors predicting students’ ability to bounce back are presented. Following this are specific strategies that practitioners can use to enhance students’ academic buoyancy – including building self-efficacy, reducing anxiety and fear of failure, boosting control, and enhancing persistence. Also examined in the presentation is the issue of academic growth and ways to adopt motivational growth-oriented practices in the learning context through personal best (PB) goals, learning growth indicators, and achievement growth mapping.

About Andrew

Andrew Martin is a Registered Psychologist, Member of the College of Developmental and Educational Psychologists, President-Elect of Division 5 (Educational, Instructional, and School Psychology) of the International Association of Applied Psychology. His research focuses on motivation, engagement, and achievement as well as work into boys’ and girls’ education, gifted and talented, disengagement, academic buoyancy and courage, pedagogy, parenting, teacher-student relationships, and Aboriginal education. He was listed in The Bulletin magazine's SMART 100 Australians and in the Top 10 in the field of Education. His books, "How to Motivate Your Child For School and Beyond" (Bantam) and “How to Help Your Child Fly Through Life: The 20 Big Issues” (Bantam) are published in five languages and have been enthusiastically received by schools and parents across Australia and beyond. His latest book, “Building Classroom Success, Eliminating Academic Fear and Failure” (Continuum) was published in early 2010.
Surviving Year 12 - how to prepare students for the final year of school
Every year, more and more emphasis is placed on achieving good results in the final year of school. This can lead to students feeling extraordinary pressure and having unrealistic expectations.

This presentation outlines the main obstacles to effective study in the final years and outlines the secrets of motivating young people and helping them reach their potential.

About Michael

Positive Schools Ambassador Dr Michael Carr-Gregg is one of Australia's highest profile psychologists. He works in private practice in Melbourne. He is a columnist for Girlfriend Magazine and Australian Doctor. He specialises in the area of parenting adolescents and adolescent mental health.

Michael has been the Consultant Psychologist to the Victorian Secondary Schools Principal's Association, Australian Boarding Staff Association, Australian Ballet School, St Catherine's School, and Melbourne Girls' College.

In 2003 he was one of the founding members of the National Coalition against Bullying and became one of their national spokespersons. Most importantly, Michael is married and has two children, supports Hawthorn in the AFL and South Sydney in the NRL.
How Our Minds Work, and Why Sometimes They Don’t - how to keep students focused in class

The mind is an amazing place, part movie studio, part mad scientist's laboratory, capable of incredible flights of creative invention and withering trials of rational investigation. Yet some minds seem sharper, more acute than others. It’s as if they’re able to get into a particular mode of thinking (be it logical, magical or just downright practical) and stay with it as long and as far as it takes to get the result they want.

Our capacity to filter out distractions and to maintain our focus might be a major determinant in how we fare in school and in life.

But it’s hard enough to keep our minds on target, let alone controlling the focus of a room full of people, but that’s what teachers have to do all the time. And that’s getting harder every day, as more and more distractions sneak into the classroom, usually inside the student's pockets. For over a decade Jason Clarke of Minds at Work has been helping people to think, and that usually means assisting groups to not only maintain their mental focus but to move it around, from creative thinking and innovation to analytical thinking and problem solving, from strategic thinking to decision making - usually in the same afternoon.

About Jason

In 1977, Jason Clarke achieved the lowest Year 12 score in the history of his school. Today he is one of the most sought after creative minds in the country, consulting on issues of leadership and innovation to some of Australia's biggest companies and institutions. He's developed and taught courses in Innovation, Logic and Problem Solving for two of Australia's most prestigious Business Schools, the Australian Graduate School of Entrepreneurship and the Stern Business School of New York. He doesn’t know what he’ll be doing in 2020 but he’s open to suggestions.
The Primacy of Positivity – applying the principles of positive psychology in schools

Teachers often assume that their students will be happy, engaged, and well-behaved in school after they’ve achieved some of their academic goals.

While this is not an unreasonable assumption – shared by teachers and students alike - it may not, however, be entirely helpful. In his highly acclaimed presentation, Prof. Sharp will argue that such an approach may well contribute to a phenomenon labelled the “tyranny of when” and also to a range of problems including negative, self-defeating emotions such as frustration, boredom and disengagement.

As an alternative, it will be proposed that rather than waiting until success is achieved, the skills of happiness and positivity should in fact be taught and practised first and foremost. By promoting the “primacy of positivity” educators can help students achieve their goals by capitalising on the significant findings of Fredrickson, Lyubomirsky, Cornelius and others and by leveraging off the energy and motivation created.

About Tim

Professor Tim Sharp is an expert in human behaviour and thinking. He knows that understanding and connecting with people (including getting the most out of them), is a serious business. Tim takes it so seriously that he is passionate about making it fun and entertaining so his audiences actually listen and learn. Prof. Sharp has three degrees in psychology, more than two decades experience as a clinical psychologist, executive coach, corporate consultant, entrepreneur, manager, employer and parent!

He’s widely regarded as one of the world’s leading experts in the exciting new fields of positive psychology and is highly regarded among his academic colleagues (holding professorial appointments at UTS Business School and RMIT School of Health Sciences) as well as those in the business community. On top of all of that, he’s a best-selling author and regular media commentator who’s been read and heard and seen by literally millions of people over the last few years.
Music Makes a Difference.
Advocates of music tell us that music makes a difference. Studies talk about improved maths and language performance, better memory, improved reasoning capacity and better problem solving skills. I believe however, that the coolest thing about being a music teacher is the great opportunities the role brings to get to know our kids. Buried amongst the music notation and extra concentration of a good music lesson is the chit chat that is such a privilege to be a part of. We hear the ups and downs of growing up, friendships made and lost, and tales of the day the dog died and budgie flew away. Sometimes we hear things we don’t want to hear. But, day to day, we listen. Hence as music teachers we support and recognise the importance of a day like today with ‘Positive Schools’. A day that supports us in our desire to continue to make a difference, and ensure it is a positive one. Yours sincerely, Andrew McAlister, The In Schools Music Program, Victoria

Western Australian Positive Schools 2013 would like to thank Bruce Herriman from Instrumental School Services, Linda Rossen, Jo Sheridan, ‘Flutilla’ and other young musicians from John Curtin College of the Arts.

Queensland Positive Schools 2013 would like to thank Mike Tyler from the Queensland Department of Education, Brad Ruben, Wade Haynes and young musicians from Brisbane State High School

Victorian Positive Schools 2013 would like to thank Andrew McAlister from the In Schools Music Program and young musicians from Macclesfield Primary School, participants of the In Schools Music Program.

Andrew McAlister is an Instrumental music teacher working in select primary schools in the Dandenong Ranges. He offers a “fee for service, elective, extension music program” in school time. The In Schools Music program is essentially a concert band program with brass, woodwind and percussion taught on a weekly basis. The “jewel in the crown” is the five district bands that come out of it. Amongst Andrew’s schools in the Dandenong Ranges is Macclesfield Primary School. Students range in age from grade four to six.

Please make all our young musicians welcome.
Positive Teacher 2013

Congratulations to all of our nominees

Reading the stories of this year’s nominees was both inspiring and humbling. There are so many outstanding teachers in Australia who give so much to support the wellbeing of their school communities. It seems more important than ever to consider Positive Teacher as an opportunity to celebrate the unique and significant contributions of all our nominees. Thank you to all of you making nominations and thank you to all of you so deserving of a nomination.

Positive Teacher 2013 is proudly supported by The University of Western Australia, KidsMatter, MindMatters and Geelong Grammar School
Celebrating All Our Nominees (listed alphabetically by school or institution)…

Kaye Cogan Adam Road Primary School
Andrea Lowe Ainslie Parklands Primary School
Luciano Bernes Aitken College
Aysha Cesco Albion Park High School
Michelle De Paoli Albuer Street Primary School
Louise Field Alexandra Hills State High School
Kylie Mavromatis All Saints' College
Sally Meredith Amamoor State School
Josie Carew Anakie State School
Sharon Finmano Annie’s Angels Play And Development Centre
Cherie Moss Applecross Senior High School
Michelle Breen Ararat Primary School
Terri Keilar Ararat West Primary School
Paula Gullick Arthur Dickmann Brad Bannister Donna O'Neill Ashtonfield Public School
Allison Wagstaff
Cathy Moore Aspect Central Coast School
Melinda Head Atwell College
Maran Eltchelebi Rana Hussain Australian International Academy
Will Hallwas Australian Science and Maths School
Neil Petherick Australind Senior High School
Allan Whittome Badgingarra Primary School
Tanya Armstrong Balingup Primary School
WA
Lesley Glass Ballajura Community College
Rob Ferguson Ballarat Christian College
Clarice Lisle Ballarat Grammar School
Gerowyn Lacaze Balmoral State High School
Vicky Nicolopoulos Baltara School
Fiona Gray Bambara Primary School
Dafydd Thomas Barkers Vale Public School
Natalie Harris Barracktown Primary School
Melissa Coad Beaconhills College
Rebecca Burns Bechley Park Primary School
Katrina Prodger Beckenham Primary School
Helen Jan Silcock Beenleigh State School
Cassie Webster Bellarine Secondary College
Amanda Bourdon Bendigo Special Developmental School
Intha Chetty Bentleigh Secondary College
Haylene Bonhomme Slinger Bentley Primary School
Katherine Scott Berry Springs Primary School
Rebecca Winston Bertram Primary School
Melissa Diston Billanook College
Fiona Clay Black Hill Primary School
Louise Cameron Blackall Range Independent School
Daniel Wright Blacktown Youth College
Chris Brookes Rogan Tinsley Blackwood High School
Janelle Green Bletchley Park Primary School
Julie Mehic Bomaderry High School
Andrew Shortland Mr Shortland Boonah State High School
Janette Hamill Booragoon PS
Kerry Skeet Boulder Primary School
Perry Trattos Brisbane School of Distance Education
Linda Langmaid Brisbane Water Secondary College
Senior Campus
Adrian Smith Broadbeach State School
Shireen Zein Bronte Early Education Centre
Anne Eversden Brookman Primary School
Belinda Kamenos Tomika Hughes Browns Plains State High School
Stephen Johnson Bullsbrook District High School
Ben Duff Bunbury Cathedral Grammar School
Nikki Van Rhyn Bunbury Cathedral Grammar School
Raihana Knight Bundarra Primary School
Kelly Geddies Buninyong Primary School
Annie Harris-Walker Jacinta Bayliss Cable Beach Primary School
Carmel Ailey Caboolture Montessori School
Camilla Darling Cairns School of Distance Education
Veronica Weisflog Caladenia Primary School
Christine Hunt Callista Primary School
Amelia Duelberg Caloundra State High School
Murry Finch Caloundra State High School
Alison Cole Campbell Primary School
Amanda Blake Campbell Town District
Carly Hawke Caningeraba State School
Kristie Challenger Canning Vale College
Jane Evans Canning Vale Primary School
Anthony Hillier Canterbury College
Kathleen Lacey Carey Baptist College
Rosemary Miller-Caringbah High School
Celia Bone Carmel college
Nikki Sommerfeld Carnigie Primary School
Beth Brown Castletown Primary School
Jason Bassett Cathedral College
Jules DeCinque Catholic Regional College
Natasha Livock Caowongia Playhouse
Gerard Hobson Maryanne Walsh
Woodi Totoro Kim Bishop Centenary Heights State School
Phil Knox Central Coast School
Jennifer Trevren Centralian Senior Collage
Craig Kenner Chelsea Primary School
Wayne Revitt Christ Church Grammar School
Frances Zubreckjy Christian Brothers College
Christine Doyle Christian Outreach College
Kristi-Lee Eastoe City Campus
Deborah Howell Clarke Road School
Mrs Drage Clarkson Community High School
Peter Rock Cobden Technical School
Jennifer Burton Philip Waddy Comet Bay College
Danielle Etzen Comet Bay Primary School
Penny Herne Como Primary School
Tom Gray Conondale State School
Kay Renton Cooninda Primary School
Heather Hopley Coombabah State High School
Kerri Underwood Coomera State School
Taryn Mahon Wendy Lyons Covenant College
Susan Trott Cowaramup Primary School
Jo Wingett Tamra Murray Tracie Heaton
Wendy McKay Currumbin Primary School
Julia McKay Currumbin State School
Catherine MacDougall Cyril Jackson Senior Campus
James Moe
Positive Teacher Nominations

Cindy Bowerman
Project Officer
Positive Teacher Nominations

Positive Teacher Nominations

Home South Bunbury Primary School Mary-Anne South High Georgina Wales South Kalgoorlie Primary School Rosalie Hamilton South Lake Primary School Raewyn Donald PEAC WA Larissa Waghigh South Thornlie Primary School Nicole Williams Southside Education Leanne Young Spearwood Alternative School Nicola Shumacher Springfield Lakes State School Henrietta Statopoulos St Andrews College Kate Grienke St Clare's Catholic School Donna Kitchin St Francis Xavier's School Jeremy House St Gilgen International School Tor Campbell St Hilda's Anglican School for Girls Samantha Taylor St Ita's Primary School Vicki McCudden St John Fisher Catholic School John Jakimyszyn St John the Evangelist Catholic High School, Nowra Michael Mifsud St John's Primary School Sue Knight St Joseph's Education Centre Ray Park St Margaret Mary's College


Marie Adams Yule Brook College
GETTING THE NOTES

Visit www.positiveschools.com.au and click on ‘Getting The Notes’ to access all available presenter notes for Positive Schools.

POSITIVE SCHOOLS confirmed states for 2014
QLD
WA
VIC
NSW

Watch out for our online launch in mental health week (starting 6th October, 2013)
2014 is coming.

engage, inspire, ignite

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