



Perth College  
Anglican School for Girls



Saturday 27 October 2018

Positive Education Conference

Perth College



### Keynote Speakers

#### **Dr Suzy Green**

Founder of the Positivity Institute  
Pioneer in Positive Education

#### **Dr Aaron Jarden**

Associate Professor at the Centre of Positive Psychology  
Melbourne University  
Director of the Masters of Applied Positive Psychology  
(MAPP) programme

#### **Dr Helen Street**

Honorary Associate Professor  
University of Western Australia

#### **Dr Toni Noble**

Adjunct Professor  
Institute for Positive  
Psychology and Education  
Australian Catholic University

#### **Dr Rick Stevenson**

Founder of The School of Life Project  
Director/Writer/Producer



**Jenny Ethell**  
**Principal of Perth College**

It is with enormous pride I see 2018 mark the fourth Positive Education Conference held in Perth, here at our school. Over my 16 years as Principal of Perth College, I have witnessed first hand the benefits of integrating positive education through-out the school, ensuring that it is embedded in our culture. Working with our partner, The Positivity Institute, led by Dr Suzy Green, we are thrilled to present such a high calibre conference with globally recognised leaders. Building upon our inaugural parent stream in 2017, this year it is expanded to a full day programme – designed by parents for parents. Positive psychology is interwoven into everything that we do here at Perth College and as I soon depart for my next adventure as Principal of Oxley College in New South Wales, I know the work being done here at the School will continue to grow under the guidance of new Principal Helen Aguiar.



**Dr Suzy Green**  
**Founder and CEO of The Positivity Institute**  
**D.Psych. (Clin.), MAPS**

Welcome to the fourth Positive Education Conference hosted by Perth College. It has been a privilege to work with Jenny Ethell, Dr Deb Perich and members of staff to create a ripple effect of positivity at Perth College and beyond. This yearly event not only showcases the incredible work being done by many other schools in Western Australia and beyond but also inspires educators and schools new to the field to consider what Positive Education has to offer. Much gratitude to those who have kindly shared their knowledge, wisdom and energy at previous conferences and again at this year's conference. I'm very proud to say that Perth College are recognised leaders in the field who have supported the spread of Positive Education in Western Australia and globally.

Dr Suzy Green is a Clinical and Coaching Psychologist (MAPS) who is Founder and CEO of The Positivity Institute, a positively deviant organisation dedicated to the research and application of Positive Psychology for life, school and work. She is a leader in the complementary fields of Coaching Psychology and Positive Psychology having conducted a world-first study on evidence-based coaching as an Applied Positive Psychology. Suzy was the recipient of an International Positive Psychology Fellowship Award and has published in the Journal of Positive Psychology. She lectured on Applied Positive Psychology as a Senior Adjunct Lecturer in the Coaching Psychology Unit, University of Sydney for 10 years and is an Honorary Vice President of the International Society for Coaching Psychology. Suzy also currently holds Honorary Academic positions at the Centre for Positive Psychology, University of Melbourne and the Black Dog Institute, and is an Affiliate of the Institute for Well-Being, Cambridge University. Suzy was the Stress-less Expert for Australian *Women's Health* magazine and the Positive Psychology Expert for *Muse* magazine. Suzy is an official ambassador for the Starlight Children's Foundation and she maintains a strong media profile appearing on television, radio and in print.



### Perth College Anglican School for Girls, Mount Lawley Judith Cottier Theatre and Excelsior House

(Entrance via Lawley Crescent; parking available on Lawley Crescent and Queens Crescent. **Map on page 25**)

Perth College has a 116-year history of educating remarkable women. It is one of the oldest independent girls' schools in Western Australia and prepares young women to think creatively, embrace personal excellence and live generously.

Based in Mount Lawley, the School has more than 1,000 students from Kindergarten to Year 12, including approximately 100 boarders from regional Western Australia and overseas, who are clearly acknowledged as the 'heart' of Perth College.

The self-leadership programme, *InsideOut*, underpinned by a positive psychology model, equips students for success in study, career and life in general. Launched in 2012, it is tailor-made to each year group, and prepares girls to face an increasingly complex world with confidence, courage and resilience.

The School is located in one of Perth's most vibrant areas as young, urban professionals move into Mount Lawley, which contains a range of restaurants and shopping outlets. Perth College is close to the central business district and within easy reach of the outer metropolitan, hills, river and Swan Valley suburbs. It is also easily accessible via nearby arterial roads, public transport links and the School's own bus system.

For more information, please visit [www.perthcollege.wa.edu.au](http://www.perthcollege.wa.edu.au) or contact (08) 9471 2100.







**Dr Aaron Jarden**

MA, PhD(Psychology), BSocSci (Hons), Graduate Diploma of Applied Ethics, Post-Graduate Certificate in Tertiary Teaching, Diploma in Computing, MCP BA (Hons 1st Class), MA (Psych), PhD (Experimental Psych)

Associate Professor Aaron Jarden is Director of the Masters of Applied Positive Psychology (MAPP) programme at the Melbourne Graduate School of Education, University of Melbourne.

Aaron is a wellbeing consultant and social entrepreneur, has multiple qualifications in philosophy, computing, education, and psychology, and is a prolific author and presenter. He has previously been a Senior Research Fellow at Flinders University, and Head of Research at the Wellbeing and Resilience Centre at the South Australian Health and Medical Research Institute (SAHMRI), where he is an honorary research fellow. He is past president of the New Zealand Association of Positive Psychology, co-editor of the International Journal of Wellbeing, lead investigator for the International Wellbeing Study, on the board of Action for Happiness Australia, and Senior Scientist for Work on Wellbeing and Assessing Wellbeing in Education amongst others.



**Dr Toni Noble**  
PhD

Dr Toni Noble is a leading educator and educational psychologist with expertise in student wellbeing, positive school communities and positive psychology/positive education.

Toni is Adjunct Professor at the Institute for Positive Psychology and Education at Australian Catholic University and is widely known in education as co-author of the multiple award-winning positive education programme BOUNCE BACK! (now in its third edition), the PROSPER schools pathway for student wellbeing policy and practices and HITS & HOTS on student engagement. Her government projects include the National Safe Schools Framework, the Scoping Study on Student Wellbeing, and Resourcing the Safe Schools Hub. She has a Carrick citation for her outstanding contributions to university teaching and was invited to be a member of an international expert group in Bhutan developing a new global development paradigm for the United Nations to promote wellbeing and happiness as a global goal.



**Dr Helen Street**  
PhD

Helen Street is an education consultant, social psychologist and honorary Associate Professor at the University of Western Australia.

Helen presents at conferences and in schools around the world and has written four books, several book chapters, and more than 100 articles and academic papers. Her book *Standing Without Shoes* includes a foreword by His Holiness the Dalai Lama.

During the past 10 years, Helen has created and chaired the Positive Schools conferences across Australia and SE Asia. She is also the creator and editor of 'The Positive Times', a consultant with the WA Health Department and the WA Association of Mental Health, and appears regularly on TV and radio.

As a powerful advocate for the creation of positive school communities, Helen is particularly interested in the development of positive school contexts in which students can develop intrinsic motivation, self-determination and life-long wellbeing. Helen believes that students will flourish when, and only when, they feel connected to a healthy school context. Her work is being adopted by schools worldwide and has led to the publication of her latest book *Contextual Wellbeing – creating positive schools from the inside out* in 2018.



**Dr Rick Stevenson**  
PhD

Rick Stevenson is a creative, passionate and 'game changing' combination of an award-winning filmmaker and a Doctor in Philosophy from Oxford University.

Rick is the founder of The School of Life Project and the brain-based StoryCatcher method of documentary inquiry dedicated to raising childhood emotional intelligence. He has spent the last 17 years conducting more than 5,400 filmed interviews with children and teens from 12 countries, helping them uncover their own stories in an attempt to better understand themselves and the world they are inheriting.

# CONFERENCE PROGRAMME

Time	Event	Venue
8.00 am to 8.30 am	Conference Registration	Judith Cottier Theatre
8.30 am	Acknowledgement of Traditional Ownership <i>Year 10 Student, Perth College</i>	Judith Cottier Theatre
8.45 am to 9.00 am	Welcome <b>Jenny Ethell</b> - <i>Principal of Perth College</i> <b>Dr Suzy Green and Dr Deb Perich</b> - <i>Conference Directors</i>	Judith Cottier Theatre
9.00 am to 9.30 am  Parent and Educator Stream Co-current	Keynote Address <b>Creating a wellbeing culture in a school context</b> <b>Dr Aaron Jarden</b> <i>University of Melbourne</i>  Associate Professor Aaron Jarden will talk on key findings and the latest trends related to creating wellbeing cultures. Hear how you can make your own wellbeing and your school's wellbeing journey and culture – at whatever stage it's at - a success by getting many of the basics right. This talk will cover the essential ingredients to improved wellbeing and the main pitfalls to be wary of. Some of these include the core questions that are focused on key tools, models and frameworks, appropriate assessment and evaluation, positive leadership, enabling champions and creating buy-in, making space for and prioritising wellbeing in an academic context, and managing resources and risks. Practical examples from case studies will also be discussed.	Judith Cottier Theatre
9.30 am to 10.00 am  Parent and Educator Stream Co-current	Keynote Address <b>Caught or Taught? Lessons learned about developing student resilience</b> <b>Dr Toni Noble</b> <i>Australian Catholic University</i>  Just like academic skills, do the skills for wellbeing and resilience need to be explicitly taught? This keynote explores this question and provides practical strategies for educators and parents to enhance student wellbeing and resilience.	Judith Cottier Theatre
10.00 am to 10.30 am	Morning Tea	Judith Cottier Theatre Foyer
10.30 am to 11.15 am  Parent Stream	Parent Keynote Address <b>Positive Psychology 101</b> <b>Dr Suzy Green</b> <i>The Positivity Institute</i>  International research and practice reveals the enormous value of Positive Psychology as a preventative approach to improving levels of wellbeing. Join world-leader in Positive Psychology and founder of The Positivity Institute, Dr Suzy Green D.Psyc.(Clin.) MAPS, as she shares the evidence for and benefits of implementing a Positive Psychology model at home. Suzy will provide an introduction to the field of Positive Psychology and Positive Education for those new to the area or with limited knowledge of this growing field. The workshop will also give participants the opportunity to experience the benefits of positive psychology interventions for themselves, their children and their families.	Sewell Open Staircase
10.30 am to 11.00 am  Educator Stream	Session One <b>Individual Workshops</b>	

Time	Event	Venue
11.05 am to 11.35 am Educator Stream	Session Two <b>Individual Workshops</b>	
11.20 am to 12.05 pm  Parent Stream	Parent Workshop <b>The Strength Switch: How to take a strength-based approach to parenting to help your children thrive</b> <b>Claire Fortune - Lea Waters</b>  The Strength Switch combines the research of Professor Lea Waters on strength-based parenting and teaching with three decades of research from strength-based science and positive psychology. Research indicates that focusing on our children's strengths, rather than always trying to correct their weaknesses, relates to several positive outcomes. However, some parents struggle with this shift. In this hands-on session, Claire will workshop with parents strategies to enable them to 'flip their strength switch' and develop a strength-based approach to parenting to help their children thrive.	Sewell Open Staircase
11.40 am to 12.10 pm  Educator Stream	Session Three <b>Individual Workshops</b>	
12.10 pm to 1.00 pm	Lunch	Rose Dining Room
1.05 pm to 1.35 pm  Parent and Educator Stream Co-current	Keynote Address <b>Contextual wellbeing - helping kids to thrive at school and at home</b> <b>Dr Helen Street</b> <i>University of Western Australia</i>  The desire to better support mental health in young people has resulted in an increasing interest in building character, grit, growth mindsets and indeed, many other individual 'ingredients' of wellbeing. This interest is reflected in the many wellbeing initiatives embedded in schools Australia-wide. Positive Education programmes have become a new 'normal' as have whole-school wellbeing strategies. Yet, despite our best intentions, young people's mental health is not improving at home or at school. Dr Helen Street believes it is time we paid less attention to trying to 'teach' our kids the individual skills associated with happiness and better understood the social side of life. It is time we shifted our energy for young people's wellbeing into the creation of cohesive, inclusive and equitable social contexts in which they can organically and naturally flourish. When our children learn to connect to a healthy social context they develop healthy attachments to others and to the things they do. Moreover, they experience a greater sense of connection to their goals, to the world, and to the people around them. As such, 'Contextual Wellbeing' provides an important foundation for resiliency, lies at the heart of motivation, offers a pathway to belonging, and is ultimately the best predictor of a long life. It is time that we spent less time pursuing wellbeing and more time helping our kids to live well.	Judith Cottier Theatre
1.40 pm to 2.20 pm  Parent Stream	Afternoon Session One <b>Individual Workshops</b>	

Time	Event	Venue
1.40 pm to 2.20 pm Educator Stream	Session Four <b>Individual Workshops</b>	
2.25 pm to 2.55 pm Parent Stream	Afternoon Session Two <b>Individual Workshop</b>	
2.25 pm to 2.55 pm Educator Stream	Session Five <b>Individual Workshops</b>	
2.55 pm to 3.25 pm	Afternoon Tea	Judith Cottier Theatre Foyer
3.30 pm to 4.00 pm Parent and Educator Stream Co-current	<p>Keynote Address  <b>Who is starring in your story?</b>  <b>Dr Rick Stevenson</b>  <i>The School of Life Project</i></p> <p>Over the past 16 years, Dr Rick Stevenson has conducted more than 5,400 annual interviews with children and teens from 12 countries. What started out as a documentary about growing up became an educational methodology for growing emotional intelligence following 9/11, when he realised how badly kids needed to process the world around them. Since then, Rick and the team at The School of Life Project have developed the StoryCatcher - proprietary video journaling technology-to scale this process in schools.</p> <p>In the process of responding to these developmentally-appropriate questions, children make a movie of their own lives. And in doing so, children discover what they need to overcome and who they want to be. They realise that through their very thoughts and actions, they write their own epic story every day. They can then decide whether they will be the hero of their own stories or a secondary character in someone else's.</p> <p>Hear about Rick's work in helping children translate feelings into words, the power of video journaling and its AI capabilities, plus local Australian case studies using this technology, including Geelong Grammar School and the Institute of Positive Education.</p>	Judith Cottier Theatre
4.00 pm to 4.30 pm	<p>Panel of Keynotes and Leaders  <b>Positive Education Panel: Q&amp;A Session</b>  <b>Dr Aaron Jarden, Dr Helen Street, Claire Fortune, Dr Deb Perich</b>  Facilitator - <b>Dr Suzy Green</b></p>	Judith Cottier Theatre
4.30 pm	Closing Address	Judith Cottier Theatre
4.45 pm	Day close - Drinks	



## SESSION ONE - INDIVIDUAL WORKSHOP SESSION, 10.30 AM – 11.00 AM

Workshop	Title	Venue
E1	<p><b>The Language of Friendship - energising the 'R' in PERMA by developing a school-wide positive relationship strategy</b>  <b>Kate Walton - URSTRONG</b></p> <p>Explicitly teaching children how to develop healthy friendships and manage conflict in a positive way is at the heart of helping them flourish. These important social skills are the key to bullying prevention, creating safe, caring learning environments, and inspiring kinder, happier children.</p> <p>In this workshop, Kate will introduce educators to URSTRONG's simple system for guiding students towards healthy friendships. Educators will learn how schools around the world are using URSTRONG's unique, kid-friendly language to teach friendship skills and conflict management step-by-step. Kate will also share how Perth College has utilised this school-wide relationship strategy and embedded the language and skills into their wellbeing practices with kids, teachers, and parents. Using a fun, 'real life' approach, educators will leave with practical, universal relationship strategies to improve the social climate in their classrooms and in their own relationships as well.</p>	Judith Cottier Theatre
E2	<p><b>Importance of Staff and Student Wellbeing to Engaging and Learning</b>  <b>Adam Przytula - Armed for Life</b></p> <p>Students who are struggling with their wellbeing and mental health do not have the capacity to learn and find it difficult to engage. Teachers who struggle with the same thing are not going to be effective with their students and can sometimes end up resentful or not teaching at all. We need to change perspective in the education system to focus more on wellbeing and mental health for both students and staff to better allow students to achieve their best and staff to be more successful in their role in shaping the next generation.</p> <p>This has to be done as a whole-school approach with more focus and resources directed towards supporting school staff (and students) in their wellbeing and mental health which in turn means staff can then better support the students. If we shift this focus through chosen programmes and working on improving all facets of health - the five health gauges (Physical, Emotional, Mental, Spiritual and Social) - for students and staff, results will take care of themselves. A student who is healthy in all five facets of health wants to achieve.</p>	Excelsior House 1
E3	<p><b>New Online Digital, Positive Education, Social-Emotional Learning Curricula for students of all ages</b>  <b>Tammy-Anne Caldwell - You Can Do It! Education</b></p> <p>Developed by Professor Michael Bernard, University of Melbourne, and 12 social-emotional learning educators across Australia - and used in hundreds of schools nationwide - the NEW Program Achieve curricula (Early Childhood, Primary, Secondary) and The Successful Mind course are based on the science and psychology of wellbeing and achievement.</p> <p>The Program Achieve curricula derives from a positive education, cognitive-behavioural, social-emotional learning framework that has the following dimensions: Character, Attitudes, Social-Emotional Skills and Social-Emotional Difficulties.</p> <p>Three hundred that are organised in a scope and sequence for students in all grade levels from foundation year, primary and secondary years, and teach gratitude, empathy, mindfulness, grit, optimism, resilience, self-acceptance, growth mindset, confidence, organisation and getting along.</p> <p>Unique to these curricula are practices that teach students how to reframe negative thinking to positive thinking as an aid to overcoming difficulties and managing problems: anger, worry, feeling down, procrastination and not paying attention.</p>	Excelsior House 2

# SESSION ONE - INDIVIDUAL WORKSHOP SESSION, 10.30 AM – 11.00 AM

Workshop	Title	Venue
E4	<p><b>The Happiness Choice - how making good choices leads to a successful and happy life</b>  <b>Meredith Forder</b> - <i>Vedanta</i></p> <p>This presentation clarifies the importance of making good choices in life, distinguishes the mind from the intellect and addresses one of the major problems in today's society, stress. Meredith's quarter-of-a-century research on ancient philosophy in modern times reveals that understanding the difference between the mind and intellect is essential for making good choices in life. Furthermore, understanding the mind and intellect is crucial for reducing stress and gaining happiness. Meredith will demonstrate through informative and interactive discussion how every choice has a consequence. How good choices, based on the intellect's empathy, logic and reason, lead to happy consequences, while poor choices, based on the mind's desire for immediate benefits, lead to stress, ill health and unhappiness. Choices like study, career, family and relationships, along with taking responsibility for physical health and mental wellbeing, will be considered and discussed. Those who apply the lessons learned in this presentation will benefit not only themselves but also those around them. By applying the lessons, they will reduce stress and enjoy greater peace of mind, success and happiness in their lives.</p>	Excelsior House 3
E5	<p><b>Developing a Growth Mindset in the Classroom</b>  <b>Kirstie Walker</b> - <i>Walker Wellbeing</i></p> <p>Having a growth mindset has been shown to help children apply effort, improve learning, persist, cope with transitions, reduce stress, improve self-regulation and enhance self-esteem and pro-social behaviours. As teachers you have the opportunity to influence the mindset of the children you teach. This session will cover the brain science (neuroscience) behind learning and growth mindsets; describe the research findings on the benefits of growth mindset for both teachers and student; explore ways teachers can develop their own growth mindset; then detail a variety of strategies that can be implemented in the classroom to encourage students' growth mindset.</p>	Excelsior House 4
E6	<p><b>Sustaining a Flourishing Staff using Appreciative Inquiry (AI)</b>  <b>Keralee Radi and Mia Bennison</b> - <i>Perth College</i></p> <p>When feeling good and functioning well, staff are more likely to engage creatively, demonstrate agility and collaborate (Langley &amp; Hougarrd, 2018). Staff wellbeing is critical to the success of an organisation. Earlier this year, Perth College embarked on a journey utilizing an AI approach to empower staff in the change process of exploring how we can continue to support the staff to flourish. This presentation will share the journey to date.</p>	Excelsior House 5

## SESSION TWO - INDIVIDUAL WORKSHOP SESSION, 11.05 AM – 11.35 AM

Workshop	Title	Venue
E1	<p><b>Laughter Wellbeing</b>  <b>Katy Howes</b> - <i>Presbyterian Ladies' College</i></p> <p>This session will focus on Laughter Wellbeing, the benefits behind it and how it can be incorporated into a primary school setting. Katy will share a step-by-step learning journey alongside practical examples of laughter exercises. The workshop will adopt a hands-on approach and participants will gain an insight into how they may be able to implement Laughter Wellbeing in their own classrooms.</p>	Judith Cottier Theatre
E2	<p><b>Staff Wellbeing - the Positive Psychology of how to show up and shine every day</b>  <b>Claire Orange</b> - <i>BEST Program 4 Kids</i></p> <p>Listed as the third most stressful job in the world, teachers need more CARE. An exploration of Compassion, Attunement, Resilience and Excellence means putting the shine back into teaching using the principles of Positive Psychology to target teacher wellbeing factors. In this practical workshop, take a deeply personal and touching journey through the factors that create (or limit) wellbeing and add some techniques and strategies that enhance self-care every day. Work with your own Wellbeing Wheel, reflect on who has shaped you, and identify ways to improve wellbeing personally, as part of a team, and in the classroom, too. With worrying statistics on teacher burnout and fatigue, it's time to press the pause button and ensure that teachers too have the tools to work out and work on their own wellbeing. Every day teachers pour themselves into their challenging roles, and as the saying goes, you simply cannot pour from an empty jug. This workshop is a definite teacher-wellbeing jug-filler.</p>	Excelsior House 1
E3	<p><b>Tails from a Canine Learning Assistant: Exploring the benefits of therapy dogs in schools</b>  <b>Sarah Pemberton</b> - <i>Perth College</i></p> <p>For at least the last decade there has been a growing body of evidence, particularly from the United States, about the benefits therapy dogs can provide in the classroom environment. This workshop will explore the research behind canine-assisted literacy and the practicalities and benefits of bringing a dog into the classroom, through the experiences of one therapy dog team, English teacher Sarah Pemberton and her Portuguese Water Dog, Marlin. Through Sarah's experiences you will see how therapy dogs can be used to improve student attitudes towards reading, reduce stress, create more positive learning environments and promote a positive reading culture within a school.</p>	Excelsior House 2
E4	<p><b>Habits of Mind - developing strong and positive learning habits</b>  <b>Michelle Falzon</b> - <i>Catholic Regional College</i></p> <p>Participants will engage in conversation about the dynamic nature of sustainable and empowering learning habits.  Particular focus for this workshop will be based on the following two questions: 'How do we build sustainable and empowering learning habits?' and 'How do we enhance our curiosity to strengthen and drive our desire to flourish?'  The world of young people continues to evolve. It's shaped by the complexities of social, physical and economic environments that have helped enhance and hinder individual personal growth. Young people themselves are changing, too. The development stages of adolescents can be challenging and confronting. Unpacking and investigating basic elements of neuroscience will transfer in to exploring habits of mind. Interactive activities will give participants the opportunity to gain greater understanding of how to develop strong, more positive and sustainable learning habits.</p>	Excelsior House 3



## SESSION TWO – INDIVIDUAL WORKSHOP SESSION, 11.05 AM – 11.35 AM

Workshop	Title	Venue
E5	<p><b>Growing Authentic Leaders</b>  <b>Andy Skidmore</b> - <i>Burn Bright</i></p> <p>This workshop will focus on how we can grow authentic leaders within a positive psychology framework. Authentic leadership emphasises self-awareness, strong values, building genuine relationships and adopting an other's first mindset. Regardless of any formal leadership position, fostering authenticity in students and growing their 'every day' leadership capacity should be one of the most fundamental aspects of focus for educators and parents alike.</p> <p>Burn Bright delivers student leadership, wellbeing programmes and national camps working with more than 35,000 students and 200 schools across Australia. Burn Bright uses scientifically-validated wellbeing research collected from our programmes and camps to inform our approach to developing leadership capacity, which will be shared during the workshop.</p> <p>This session will be interactive and thought-provoking, and will focus on using a strengths-based approach to leadership and why wellbeing is the foundation of leadership. Workshop attendees will take away recommendations and strategies from Burn Bright on how students can be enabled to 'live out' leadership and continue growing their leadership capacity.</p>	Excelsior House 4
E6	<p><b>Positive Education and Faith</b>  <b>Rev Lisa Ahuja and Nola McIntyre</b> - <i>Perth College</i></p> <p>For people of faith, there is a hope to experience perfect freedom, peace and joy in relationship with God. Living this perfect freedom, peace, and joy is flourishing in faith. Nola McIntyre and Rev Lisa Ahuja share how the religious disciplines of prayer, forgiveness, and charity are practiced by students at Perth College in the classroom, chapel worship, and extracurricular activities. They will share concrete examples that could help to incorporate these practices in your own context.</p>	Chapel
E7	<p><b>Storytelling 101</b>  <b>Rick Stevenson</b> – <i>The School of Life Project</i></p> <p>Good storytelling is required in every field— from teaching, law, entertainment and politics to advertising. It is the way humans communicate and a fundamental element in creating world peace because “when you know someone else’s story you tend to no longer fear them...”</p> <p>As a filmmaker and educator, Dr Rick Stevenson is pleased to share his seven Pixar-Studio-tested steps to creating any story in Storytelling 101.</p>	Excelsior House 5

## SESSION THREE - INDIVIDUAL WORKSHOP SESSION, 11.40 AM – 12.10 PM

Workshop	Title	Venue
E1	<p><b>Growing Mentally Tough Teens: an evidence-based approach to building resilience, achievement and wellbeing for 14 to 16-year-olds</b>  <b>Daniela Falecki</b> - <i>The Positivity Institute</i></p> <p>We have all heard of Carol Dweck's work on growth mindsets but how can we teach these concepts in practical and relevant activities to 14 to 16-year-olds? This workshop explores the 4C's of Mental Toughness and how they not only encourage students to better understand growth mindset but also how to better self-regulate their emotions as well as strive towards goals. The activities in this programme offer teachers an easy model to follow that is supported with ICT resources, games, worksheets and teacher notes.</p>	Judith Cottier Theatre
E2	<p><b>"Turning Conflict into Gold" - how to embrace conflict and what we can learn from it</b>  <b>James 'Fish' Gill and Mary Wood</b> - <i>AdventureWorks</i></p> <p>What if the conflicts we often try to extinguish in the classroom (difficult behaviour, betrayal, disempowerment, embarrassment, isolation, bullying, competitiveness) could actually be the grounds for profound social and emotional learning (SEL) and empowerment in our students? What if we had the confidence and skills to turn these moments to gold? And what if, at the same time, these moments could grow greater social and emotional competence in us, the practitioner or parent?</p> <p>This introductory workshop will give you practical tools to begin to incorporate a facilitation approach into your teaching practice, to comfortably facilitate deeply engaging learning conversations around classroom conflict, and model social emotional competencies in all aspects of your teaching to support the profound SEL of your students.</p> <p>These skills apply in the home environment providing parents new creative and insightful ways to transform how we respond to challenging and moments of conflict with our children as they push the boundaries and test the limits.</p>	Excelsior House 1
E3	<p><b>The Power of Picture Books in Positive Education</b>  <b>Kristine Sanders and Danny Parker</b> - <i>Perth College</i></p> <p>Are picture books written for children or adults... or those in between? This workshop will challenge your thinking and you will walk away realising not only the power of picture books in developing wellbeing literacy at all ages, but also how they can be used to connect many stakeholders within an educational institution and be a platform to launch positive psychology projects. Picture books hold a secret space, a special somewhere that exists between the words and the images. We can use them to explore the science of Positive Psychology in exciting, meaningful and engaging ways.</p>	Excelsior House 2
E4	<p><b>Character Strengths for Educators</b>  <b>Eloise Hicks</b> - <i>S.P.A.C.E. Centre</i></p> <p>Identifying and using character strengths is a key component of Positive Education. Using strengths language and understanding the dynamic nature of character strengths in the classroom can enhance both curriculum delivery and wellbeing. In this session, we will explore the nature of character strengths as a practical tool, identifying particular strategies to use with students to enrich the learning experience.</p>	Excelsior House 3

## SESSION THREE - INDIVIDUAL WORKSHOP SESSION, 11.40 AM – 12.10 PM

Workshop	Title	Venue
E5	<b>Resilience, Regulation and Rhythm</b> <b>Dr Nathan Leber - Holyoake</b>  <p>The influence of music and drumming on brain physiology has been proven by numerous studies. Oxford psychologists have demonstrated that drumming releases endorphins, resulting in increased positive emotions and co-operative work. Music activates the brain's mirror cells and other areas associated with language acquisition. Multiple studies have shown the effectiveness of drumming in reducing tension, regulating heart and breathing rates, as well as normalising blood pressure and activating parasympathetic activity. The benefits on student wellbeing and behavioural management are clear, but how can this understanding be implemented successfully by schools? This workshop will look at the outcomes from DRUMBEAT sessions held at Ocean Road Primary School over the last two years. Sessions with both girls and boys have contributed to positive outcomes for some of the most 'at-risk' students at the school. Amongst these are improved attendance, emotional regulation and intelligence, the building of resilience, language skills and empathy, as well as reductions in suspensions, office referrals and relationship disputes amongst students.</p>	Excelsior House 4
E6	<b>Teaching the value of failure to bring students hope</b> <b>Brooke Tonev - Perth College</b>  <p>Students often struggle with failure, thinking they are alone in their struggles or they are achieving less due to struggle. By explicitly teaching students how to reframe their thinking around failure educators can, in fact, teach the value of hope. This session provides several ideas that can be taken into classrooms on Monday to teach students the value of failure and the benefits of failing spectacularly. Teachers can extend these lesson ideas further to include mindset engagement, resilience, or mindfulness to extend the activities into a series of lessons. This is just one look at how a teacher working with middle school students has engaged students to reframe their thinking around failure.</p>	Excelsior House 5
E7	<b>Developing gifts into talents through a strengths-based lens</b> <b>Bek Duykers - Perth College</b>  <p>In our schools, there is a plethora of gifted students who are performing at or beyond their identified ability. However, there are also significant numbers of gifted students who are underachieving or who have not been identified as gifted. There are twice or multi-exceptional students, with their learning difficulty or disability hindering their development or hiding their natural abilities. Whilst it can appear to be a 'gift' to some, the gift comes with emotional intensities, over excitabilities, perfectionism, intensified fears, hypersensitivity or a pre-occupation with justice and fairness. Both girls and boys present their frustrations differently, each gifted child wired with significant disparity. Have you ever considered what it would be like as an eight-year-old with a 12-year-old's brain and a five-year-old's emotional regulation?</p> <p>Gifted students are unique in their characteristics, their chronological age asynchronous to their intellectual abilities which predominantly leads to social and emotional complexities. Through the Imaginarium programme, gifted girls' cognitive, social, emotional and vocational domains are developed through a strengths-based lens. This session will explore the unique characteristics of gifted students and how we can increase their self-efficacy and self-concept through a strengths-based lens.</p>	Excelsior House 6



## SESSION FOUR – INDIVIDUAL WORKSHOP SESSION, 1.40 PM – 2.20 PM

Workshop	Title	Venue
P1 Parent Stream	<b>Developing a Growth Mindset</b> <b>Kirstie Walker</b> - <i>Walker Wellbeing</i>  Having a growth mindset has been shown to help children apply effort, improve learning, persist, cope with transitions, reduce stress, improve self-regulation and enhance self-esteem and pro-social behaviours. As parents you have an opportunity to positively influence the mindset of your children. This session will provide parents with a brief description of the research findings on the benefits of growth mindset and explore ways parents can develop their own growth mindset, then detail practical strategies parents can implement at home, to encourage their children's growth mindsets.	Excelsior House 1
P2 Parent Stream	<b>Parent as Coach</b> <b>Ellie Scarf</b> - <i>The Positivity Institute</i>  In this session, Ellie will introduce participants to some of the skills and mindsets of Coaching Psychology. The session will explore what coaching is, and how it could be integrated as part of a parenting toolkit. Participants will explore effective listening and questioning skills, a coaching approach to understanding and accepting emotions, taking a solution-focussed approach and how a coaching model can help with problem solving.	Sewell Open Staircase
P3 Parent Stream	<b>Social Media Distractions: how to improve your productivity and create laser focus</b> <b>David Castelanelli</b> - <i>Alpha Motivation</i>  As one of WA's leading youth speakers, David Castelanelli (WA Youth Ambassador 2018), will dive into the world of social media distractions. This workshop will outline just how much time and focus we are losing through our phones, emails and social media. As a young person, David will be teaching new strategies to maximise your productivity and build laser focus in the digital age. After running successful workshops for hundreds of WA students and parents about social media distractions, David is excited to be presenting at the Positive Education Conference in 2018.	Excelsior House 2
P4 Parent Stream	<b>Growing Mentally Tough Teens: Using the Four C's to Build Resilience in Teens</b> <b>Daniela Falecki</b> - <i>The Positivity Institute</i>  Communicating with teens as parents is hard enough without trying to think of ways to build their resilience. This workshop explores the 4C's of Mental Toughness and gives parents some simple tools to better communicate with their young people. This includes the types of questions we ask, the feedback we give and language we use. Parents will leave with an evidence-based model that is simple to use and apply.	Excelsior House 3
P5 Parent Stream	<b>Thanks: the art and science of gratitude</b> <b>Annika Rose</b> - <i>The Wellbeing Collective</i>  Imagine what life would be like if you felt happier and less stressed, your relationships flourished, your physical and mental health improved and you were even getting a better night's sleep. Would you appreciate it? These positive outcomes are all possible thanks to a simple practice that will transform how you relate to the world around you. Join Positive Psychology Specialist Annika Rose for "Thanks: the art and science of gratitude". In this session, Annika showcases gratitude as a powerful pathway to deepening your awareness and reaching your potential. You'll explore the proven benefits of gratitude practices and learn how to cultivate a greater sense of awareness and appreciation in just a few minutes a day. Discover how to focus on the good by introducing smart, simple, science-backed gratitude practices at home and work - then get ready to watch the goodness grow!	Excelsior House 4

## SESSION FOUR - INDIVIDUAL WORKSHOP SESSION, 1.40 PM – 2.20 PM

Workshop	Title	Venue
P6 Parent Stream	<p><b>Food and Mood: How diet impacts teenage behaviour</b>  <b>Anna Sangster</b> - <i>Perth Health and Fertility</i></p> <p>In clinical practice, we see many children of all ages with mood disorders such as anxiety and depression as well as children with poor focus, poor academic performance and self-control issues. Our aim is to teach both children and their parents the massive impact diet can play on the way the brain functions and help them learn simple nutritional tricks to reduce mood disorders and get the best out of their teenage years.</p>	Excelsior House 10
E1	<p><b>Visible Wellbeing: combining the science of teaching and learning with the science of wellbeing for sustainable cultural change</b>  <b>Claire Fortune</b> - <i>Lea Waters and Laura Allison</i></p> <p>Visible Wellbeing is a whole-school approach that embeds positive psychology across all student levels and into the staffroom in order to create the sustained cultural change needed to support wellbeing in all members of a school. Visible Wellbeing is based on the science and peer-reviewed publications of Professor Lea Waters (PHD, organisational psychologist) and combines the science of wellbeing with the science of teaching and learning, and the science of organisational change. In this workshop, we outline how sustainable change can be created through the integration of these areas, and workshop how further integration can be achieved with the positive education initiatives in place at your school.</p>	Judith Cottier Theatre
E2	<p><b>Seven Super Secrets to Grow Your Own Brain – why students and teachers need to know</b>  <b>Tammy-Anne Caldwell</b> - <i>Above &amp; Beyond Education: Mind-Brain Learning for Life</i></p> <p>When students realise how their own brain works, learns and grows - what their remarkable potential is - this can be a real game-changer for them. My classroom experience and scientific research proves this. As teachers, we are 'brain changers' because we encourage learning which grows our students' brains daily. We know the brain is central to everything students do at school and in life. Shouldn't we, as teachers, therefore know, in detail, how children's brains work? I'd say YES!</p> <p>There's an evidence-based, scientific way we can help students experience less self-doubt and disengagement, and instead feel confident and motivated. I'd like to share my five years of self-directed professional learning and classroom experience, along with videos of my students, about how neuroscience knowledge dramatically benefits teaching and learning.</p> <p>My Mind-Brain Learning for Life workshops make teaching and learning ENJOYABLE, EASY and EFFECTIVE and have already been enjoyed by students, teachers and parents - right across Australia. I remove the complexity and mystery surrounding the part of our body that is so crucial to our existence and learning - and yet so unknown by most - to empower students, teachers and parents to effectively and easily utilise this knowledge to make everyday choices, in their actions, decisions and thoughts, to learn (and teach) as best as they possibly can, in an enjoyable way - all based on neuroscience.</p>	Excelsior House 5
E3	<p><b>Goals and Growth: a whole school approach to re-imagining reporting</b>  <b>Andrew Lincoln and Kathy Chiera</b> - <i>Bunbury Cathedral Grammar School</i></p> <p>In 2017, driven by the introduction of SEQTA and the focus on constant feedback to improve student learning, we began to examine the effectiveness of our tradition semester report format. This coincided with a school-wide initiative to introduce a coaching and goal-setting focus to our pastoral work within our Positive Education framework. Thus, Bunbury Cathedral Grammar School embarked on an overhaul of the semester reports. We considered their purpose and explored how we could combine our coaching approach with our academic data to provide a contemporary and meaningful document for students and parents. This session will explore our journey and highlight some of the many and often unexpected benefits it has produced.</p>	Excelsior House 6

## SESSION FOUR – INDIVIDUAL WORKSHOP SESSION, 1.40 PM – 2.20 PM

Workshop	Title	Venue
E4	<p><b>These Kids Need Discipline! Becoming Bigger, Stronger, Wiser - and Kind</b>  <b>Wayne Revitt and Fiona Shand</b> - <i>John Wallaston Anglican Community School</i></p> <p>Parenting, teaching, leading. We spend so much time holding and managing the emotions of others at home, work and even at play. This session will explore a model for this, based on attachment theory, that will provide your own internal road map and help you find the strength to be bigger, stronger, wiser and kind - and simply be good enough. This can be applied to the home, the classroom or across a whole school. Please note this session will definitely not include 'post it' notes, butchers paper or discussion with the person next to you. You will, however, learn some effective Positive Psychology interventions, to apply in any way, or context, you wish.</p>	Excelsior House 7
E5	<p><b>The Blossom Guide</b>  <b>Jayde Robinson-Clancy</b> - <i>The Blossom Guide</i></p> <p>The Blossom Guide (TBG) aims to develop confidence and awareness in young women when making choices around their sexuality by addressing the hyper-sexualisation of society and the impact this is having on young women's self-esteem and self-worth. TBG is a programme delivered through a series of five workshops for young women aged 13 to 24. TBG content focuses on 'Social Sexuality', which means the external social factors that affect young women's behaviours and attitudes towards their identity and sexuality, and covers a variety of topics relevant to young women's daily lives. The programme focuses on prevention and early intervention and is regularly reviewed and evolving so that it continues to be relevant and progressive. TBG is multi-disciplinary, and draws on research from the social sciences, psychology, youth development and wellbeing disciplines. Through experience-based learning, participants explore topics in a fun and interactive way using audio-visual tools, group work, wellbeing activities and personal reflections. The space created is safe and encourages young women to share their experiences and insights while exploring their values without external social pressures. Upon completing the programme, young women will have a stronger positive sense of self and an awareness to take personal responsibility for their behaviours and attitudes now and into the future</p>	Excelsior House 8
E6	<p><b>Engagement - winning the first five minutes</b>  <b>Susan Carrick</b> - <i>Perth College</i></p> <p>The 2017 Grattan Report 'Engaging Students: Creating Classrooms that Improve Learning' offers the sobering statistic that "compliant but quietly disengaged students do just as poorly, on average, as disruptive students" and posits that "nearly one in four students falls into this category". This type of disengagement is insidious and, if not addressed, could well become both epidemic and endemic. Positive engagement in the learning process can equate to 27 per cent more learning retention and this can result from just one engagement on arrival to a class. This makes 'winning' the first five minutes of each class vitally important and a student-centred orientation at this time can be particularly effective in setting a classroom tone that enhances the likelihood of more students engaging in the learning. This session offers a rethinking of engagement in the classroom and a way to harness the beginning of each class to create connections that foster learning.</p>	Excelsior House 9



## SESSION FIVE - INDIVIDUAL WORKSHOP SESSION, 2.25 PM – 2.55 PM

Workshop	Title	Venue
P1 Parent Stream	<p><b>Positive Pathways to Building a Resilient Child</b>  <b>Claire Orange</b> - <i>BEST Program 4 Kids</i></p> <p>Every child's journey is unique. They bring their very own genetic blueprint, they interact with the world in their very own way and they make sense of that world through the lens of their experiences. While some children land on their feet and flourish in their social, emotional and learning worlds, other children simply do not. What is it that every child wants and needs in order to flourish, to become resilient, and to make the most of their unique package? How do we help every child to become the very best version of themselves they can be?</p> <p>In this workshop let's explore the building blocks for childhood social, emotional and learning wellbeing and resilience and then add specific and practical tools every child is going to need as they journey through the many ups and downs of normal childhood experiences. Fun, practical and insightful, this workshop offers a practical exploration of the ways to build every child's resilience.</p>	Excelsior House 1
P2 Parent Stream	<p><b>Parenting with self compassion</b>  <b>Jo Wiese and Luisa Rossi</b> - <i>Flourishing Schools and Families</i></p> <p>The journey of parenting brings many positive emotions like joy, love, gratitude and pride. It can also bring uncomfortable feelings like fear, worry, frustration and anger. These very normal, yet uncomfortable, emotions can lead parents to feel like they are the only ones feeling this way and can lead to self-blame and the belief that they are not 'good enough' as parents. Research shows that parents who use the practice of self compassion are more likely to feel less stressed and experience a smoother parent-child relationship. Come along to this workshop to hear about some of the research into self compassion, including the benefits to children who have self-compassionate parents and the benefit of parents modelling self-compassion to their children. Participants will learn the key components of self-compassion and techniques they can use to allow them to parent with self-compassion.</p>	Excelsior House 2
P3 Parent Stream	<p><b>Growing Authentic Leaders</b>  <b>Andy Skidmore</b> - <i>Burn Bright</i></p> <p>This workshop will focus on how we can grow authentic leaders within a positive psychology framework. Authentic leadership emphasises self-awareness, strong values, building genuine relationships and adopting an 'others first' mindset. Regardless of any formal leadership position, fostering authenticity in students and growing their 'every day' leadership capacity should be one of the most fundamental aspects of focus for educators and parents alike.</p> <p>Burn Bright delivers student leadership, wellbeing programmes and national camps working with more than 35,000 students and 200 schools across Australia. Burn Bright uses scientifically-validated wellbeing research collected from our programmes and camps to inform our approach to developing leadership capacity, which will be shared during the workshop.</p> <p>This session will be interactive and thought provoking and focus on using a strengths-based approach to leadership and why wellbeing is the foundation of leadership. Workshop attendees will take away recommendations and strategies from Burn Bright on how students can be enabled to 'live out' leadership and continue growing their leadership capacity.</p>	Sewell Open Staircase

## SESSION FIVE - INDIVIDUAL WORKSHOP SESSION, 2.25 PM – 2.55 PM

Workshop	Title	Venue
P4 Parent Stream	<b>Communicating with Kids/Teens to Build Relationships</b> <b>Laura Allison</b> - <i>Catholic Education WA</i>  Recent research from The Royal Children's Hospital Melbourne (2017) indicated that a third of parents believed mental health problems in their children might be best left alone. Parents not only need the skills to identify and respond effectively to mental ill health in their children, but also be aware of the skills they can adopt that will cultivate their child's wellbeing. In this workshop Laura will specifically focus on the power of relationships and provide several evidence-based strategies that parents can adopt to strengthen relationships with their children with a particular focus on communication that fosters connection.	Judith Cottier Theatre
P5 Parent Stream	<b>The Language of Friendship</b> <b>Kate Walton</b> - <i>URSTRONG</i>  Explicitly teaching children how to develop healthy friendships and manage conflict in a positive way is at the heart of helping them flourish. These important social skills are the key to bullying prevention, creating safe, caring learning environments and inspiring kinder, happier children. In this workshop Kate will introduce parents to URSTRONG's simple system for guiding children towards healthy friendships. Parents will learn how schools around the world are using URSTRONG's unique, kid-friendly language to teach friendship skills and conflict management step-by-step. Kate will also share how Perth College has utilised this school-wide relationship strategy and embedded the language and skills into its wellbeing practices with kids, teachers and parents. Using a fun, 'real life' approach, parents will leave with practical, universal relationship strategies to improve the social climate for their children at school, and in their own relationships as well.	Excelsior House 3
E1	<b>Using an Appreciative Inquiry (AI) approach to engage parents on the wellbeing journey</b> <b>Kristine Sanders and Deb Perich</b> – <i>Perth College</i>  Perth College's self-leadership programme, <i>InsideOut</i> , utilises the latest positive psychology science, equipping future female leaders with simple, tested actions for use in supporting them to flourish. Research suggests that parent education and support is crucial to the success of positive psychology intervention, and parent collaboration plays an essential role in school success and student achievement (Hodges & Yu, 2016; KidsMatter Australian Early Childhood Mental Health Initiative, 2014). Perth College adopted an AI approach with our parents to enhance parent engagement. The aim was to support and further engage families, but also to build a social network encouraging open communication. We are inviting parents to be active in strengthening Perth College as an institution whilst being emotionally involved in their child's development and learning. In this workshop we will share how this evolved and our successes utilising this approach.	Excelsior House 4
E2	<b>Positive Psychology in Faith Based Schools.</b> <b>Eloise Hicks</b> – <i>S.P.A.C.E Centre</i>  Positive Education is, at its core, a wholehearted approach to schooling. In this regard, faith-based schools and Positive Psychology have far more in common than may initially be apparent. In this session, we will explore some of the intersections between faith and PP, and highlight some of the ways this valuable conversation can take place in practice, curriculum and school focus.	Excelsior House 5

Workshop	Title	Venue
E3	<p><b>Leading positive system change for child-safe schools and communities</b>  <b>Tim Wong and Galen Townson - Catholic Education WA</b></p> <p>Positive education helps children learn, grow and flourish. Sadly, not all children enjoy their full human dignity and rights to feel safe and be educated. The recent Royal Commission resulted in recommendations and national principles for child-safe organisations, which affect all schools. Unfortunately, the prevailing view is to simply take a harm prevention approach. This often defaults to standards and compliance. In contrast, the Munro Review cautioned against compliance culture. With emerging risks shifting from adults to peers with harmful behaviours and cyber bullying, schools have a vital role in promoting safety and wellbeing for children to learn and grow well and to develop healthy relationships, not simply prevent abuse</p> <p>We share CEWA's child-safe approach and invite others to collaborate and help lead positive systems and culture change in and across schools and communities. Inspired by Keyes' dual continua for complete mental health, public health promotion and situational prevention, and values-led social marketing, we propose enhancements to implementing child -safe organisations We draw on positive systems and positive leadership to address compliance for safety with a stronger commitment to positive education and engaging students, parents and communities to promote wellbeing and flourishing.</p>	Excelsior House 6
E4	<p><b>Reflections on a MOOC: helping students to identify logical goals and develop growth mindsets</b>  <b>Jo Austin - Perth College</b></p> <p>This presentation will include personal reflections and insights developed after completing Yale University's course, 'The Science of Well-Being', run by Professor Laurie Santos. Jo initially completed this course hoping to improve her personal well being, and to find some useful strategies and ideas for supporting the students in her Form group; however, she found the content readily applicable to the high school English classroom. Jo found the research and language utilised by Santos perfect for making learning processes and the decisions they make tangible for students, which is central in empowering them to set realistic goals and develop growth mindsets.</p>	Excelsior House 7
E5	<p><b>Social Media Distractions: how to improve your productivity and create laser focus</b>  <b>David Castelanelli - Alpha Motivation</b></p> <p>As one of WA's leading youth speakers, David Castelanelli (WA Youth Ambassador 2018) will dive into the world of social media distractions. This workshop will outline just how much time and focus we are losing through our phones, emails and social media. As a young person, David will be teaching new strategies to maximise your productivity and build laser focus in the digital age. After running successful workshops for hundreds of WA students and parents about social media distractions, David is excited to be presenting this workshop at the Positive Education Conference .</p>	Excelsior House 8
E6	<p><b>Avoiding the talent trap: how can we support the social and emotional development of gifted students</b>  <b>Dr Claire Molinari - Christ Church Grammar School</b></p> <p>Gifted children have unique academic, social and emotional needs. They can experience asynchronous intellectual and social development, manifesting in difficulties developing relationships with their same-age peers. Gifted students can also be at risk of developing perfectionism, anxiety and underachievement if their school environment doesn't provide an appropriate level of challenge and engagement.</p> <p>During this workshop, I will outline the Gifted and Talented program at Christ Church Grammar School, focusing on the way that positive education principles have been embedded and tailored to meet the specific needs of our gifted students.</p>	Excelsior House 9

## WORKSHOP PRESENTER BIOGRAPHIES

**Rev Lisa Ahuja** is the Perth College Chaplain. She was ordained an Episcopal priest (part of the Anglican Communion) in Washington, D.C. in 2007, and enjoyed serving multicultural parishes in the United States until moving to Australia in 2015. In Australia, she has had the joy of serving in Anglican schools.

**Laura Allison** BSc, BPsych, MPsych, ProfCertEd(PosEd) is a registered psychologist currently employed as the Co-ordinator of the Psychology Team for Catholic Education WA. Laura has worked across the government, Catholic and independent sectors and has been the Director of Wellbeing in two schools most recently at PLC, where she implemented a whole school approach to wellbeing and led the project for the Lighthouse Wellbeing Centre.

Laura has particular expertise relating to mental illness prevention and wellbeing promotion in education and was honoured to be the recipient of the 2015 WA School Psychologist of the Year Award. She is the chair of the PESA WA Chapter Committee, sits on a number of steering and advisory committees for mental health and suicide prevention and is a facilitator for Visible Wellbeing.

Laura is currently completing her PhD with the University of Melbourne, researching the relationship between teacher practice and student wellbeing. Most importantly, she is the mother of two entertaining teenage boys.

**Jo Austin** BA, DipEd, MEd is currently a teacher of English at Perth College, and has experience in both pastoral and academic leadership positions in both Queensland and New South Wales. She is particularly interested in how to increase student engagement through developing an understanding of each individual students' strengths, interests, and needs.

**Mia Bennison** (BPsych, PostGradDip SocResEv, GradDipEd, BA) is an educator and school psychologist who has a range of experience across both educational and health sectors. She is passionate about positive psychology and believes strongly in empowering individuals with wellbeing skills. Mia plays a key role in the *InsideOut* programme at Perth College, embedding wellbeing science into her role as a psychologist.

**Tammy-Anne Caldwell** has written curriculum lessons for the recently published digital NEW Programme Achieve (Primary) developed by Professor Michael Bernard. She specialises in helping students reframe negative thoughts and attitudes into positive, helpful alternatives, strengthen social-emotional skills and overcome social-emotional difficulties. Tammy-Anne specialises in educational neuroscience and runs Mind-Brain Learning workshops.

**Susan Carrick** has more than 30 years of experience as teacher of Humanities in both WA and NSW. She has held a variety of leadership roles in both curriculum and

pastoral areas, and currently is Dean of Learning and Teaching at Perth College. Of particular interest to Susan are maximising student engagement across all parts of the learning spectrum and catering for difference through differentiated instruction.

**David Castelanelli** is the Founder of Alpha Motivation and WA Youth Ambassador for 2018. At 20 years of age, David has recently completed intensive studies in Leadership and Public Speaking at Harvard University. He is a nominee for Young Australian of the Year 2019.

**Kathy Chiera** is the Deputy Head (Academic) at Bunbury Cathedral Grammar School. Kathy is passionate about curriculum design, Visible Thinking and student learning. She is a strong advocate for positive psychology in the school and works alongside Andrew Lincoln to build meaningful and powerful links between the 'academic and pastoral' dimensions of the school.

**Bek Duyckers** MEd (LearnDiff), GradCert (LearnDiff), BEd has developed the Imaginarium at Perth College, catering for gifted girls from any school in Western Australia. The Imaginarium develops and grows gifted girls holistically through a cognitive, social, emotional and vocational lens in line with empirical research of best practice in gifted education. Bek has two Masters in Education degrees, specialising in Gifted Education and Learning Difficulties, and is due to complete her doctoral research in 2019. This year she was awarded the ACEL New Voice in Educational Leadership scholarship, and was a finalist for Head of Department of the Year at the Australian Education Awards, the only individual from WA. Imaginarium was selected for *The Educator's* Innovative Schools Report 2018, recognised nationally as leading the way in preparing students for tomorrow's world.

**Daniela Falecki** is known as the 'keep-it-real' teacher who specialises in positive psychology. Her passionate, practical approach makes her a sought-after speaker, sharing stories from her 20 years of experience in schools. Daniela also lectures at Western Sydney University, is a Senior Associate for Dr Suzy Green and The Positivity Institute, has completed a Masters in Education (Leadership), a Bachelor of Education (Physical and Health Education), a Diploma in Rudolf Steiner Education, and a Life Coaching Certificate (Life Coaching Academy), is a certified Mental Toughness practitioner, Master Neuro Linguistic Programming practitioner, and was voted Lecturer of the Year 2014 at Western Sydney University.

**Michelle Falzon** BContArts, GradDipEd (Sec), Mast. Hol.Couns (IMTTA) has been a secondary teacher for 11 years, and is completing her Masters in Holistic Wellbeing. Her passion for teaching not only lies within the classroom delivering curriculum-based content, but also extends to the greater school community. Her focus is strongly aligned with positive education and



well being for staff, students and their families through the deliverance of seminars and workshops in positive family relationships, positive stress management, holistic tools and techniques for optimal health in mind and body, and much more.

**Meredith Forder** is a philosopher and self management consultant who has spent more than 25 years researching the ancient wisdom of Vedanta (self-management) and how it benefits modern-day life, health, happiness and wellbeing.

**Claire Fortune** MAPP, BHLthSc, AdvDipAppSc works with Prof Lea Waters as a trainer, facilitator and course designer in positive education (Visible Wellbeing) and strength-based parenting programmes (Strength Switch). Claire is passionate about empowering people with the tools to flourish and find purpose in all spheres of life.

**James 'Fish' Gill** is a senior facilitator and programme developer for the INTO ADULTHOOD programme at AdventureWorks. He works passionately alongside educators and facilitators developing their competency and confidence to skillfully manage and grow through conflict and challenge. Fish has a diverse background in creative education and experiential learning and since 2000 has been delivering programmes that grow empathy, resilience and collaboration in organisations and schools throughout WA. Fish has worked extensively with disadvantaged schools throughout WA, developing creative programmes and delivering professional development to re-engage disengaged students. He has presented on growing engagement and resilience at the IDEA conference in Hong Kong in 2007, the Drama West Conference in 2011, and the 2017 Positive Schools Conference, and will present at the Annual International Arts and Health Conference in 2018. He has completed Level 1 and Level 2 Rites of Passage Leadership Training with Dr Arne Rubinstein. His compassionate, engaging and fun facilitation style draws on his experience as an educator, yoga teacher, actor and father.

**Eloise Hicks** has 30 years' experience in schools as a teacher and counsellor. As Director of SPACE, Eloise trains educators in positive education with a particular focus on leadership, staff wellbeing and curriculum, using strengths based tools and strategies. Eloise holds Masters degrees in Positive Psychology and Religious Education and is passionate about transforming schools through the science of wellbeing.

**Katy Howes** BA (Education), BEd is a classroom teacher and Well being Co-ordinator at PLC Junior School. She has worked internationally and in Australia. Katy is passionate about wellbeing, implementing and integrating strength spotting, relaxation yoga techniques, meditation and, of course, laughter wellbeing!

**Dr Nathan Leber** has worked as a lecturer, teacher, Head of House and Student Services Deputy Principal in tertiary, secondary and primary schools in both New South Wales and Western Australia. He is committed to positive outcomes for all students regardless of circumstance and is an advocate for positive education approaches.

**Andrew Lincoln** is a School Psychologist and Head of Psychology and Positive Education at Bunbury Cathedral Grammar School. He has a Masters degree in Educational and Developmental Psychology and has completed a Professional Certificate in Positive Education with Melbourne University. Andrew is a passionate sports coach, coaching numerous junior cricket and hockey teams in a range of age groups, holding the belief that sport can be a great lever to improve the wellbeing of students.

**Nola McIntyre** has a wealth of experience in teaching Religious Education in both Catholic and Anglican schools. Nola has a passionate desire to foster the spiritual needs of young people, particularly during transition years as an antidote to the pressures of their secular world. She aims to assist students with the realisation that 'they can still be themselves, even though they are small fish in a big pond'.

**Dr Claire Molinari** is the Director of the Centre for Excellence at Christ Church Grammar School and is charged with developing programmes to support the academic, social and emotional needs of gifted and talented students within the School. Claire is passionate about promoting the wellbeing of gifted students and helping them to realise their full potential.

**Claire Orange** is the mum of four boys, a multi-qualified therapist with 25 years' experience, Channel 9's and 6PR's resident Family Therapist and Parenting Coach, and a passionate advocate for the wellbeing of children and families everywhere.

**Danny Parker** BAHons (Th), DipEd is the Creative Director at Perth College, and is an award-winning children's author. Danny has published eight picture books to date, with many more in the pipeline, and is the author of the popular series *Lola's Toybox*. Danny books explore big things – friendship, courage, loss and renewal and, indeed, how to save the world! He has had the joy of leading workshops with a wide range of students and adults.

**Sarah Pemberton** is an English teacher and Digital Learning Integrator. She was concerned to see the increasingly negative attitude her students had towards reading and the wider impact this was having on verbal and written literacy, vocabulary and general knowledge. After learning about the work being undertaken in the United States with canine-assisted literacy, Sarah

set out to introduce a reading dog programme to her own school. Sarah has now established Canine Learning Assistants at two schools, with a focus not just on literacy support but also on the more generalised emotional support a dog can provide students.

**Dr Deb Perich** BPE, DipEd, PhD, ProfCertPosEd is the Director of the *InsideOut* self-leadership programme at Perth College where she has implemented a Kindergarten to Year 12 course incorporating positive psychology. She has a passion to help young women flourish and completed the Melbourne University Professional Certificate in Positive Education in 2014.

**Adam Przytula** BEd has been speaking in schools for 20 years. He has a secondary teaching degree, is an author and an entrepreneur as the director of Armed for Life for seven years, an organisation driven by Adam's purpose to help others develop resilience and increase their wellbeing and mental health.

**Keralee Radi** is the Year 7 Co-ordinator and Learning Support at Perth College who is passionate about equipping students and staff with skills to feel good and function well and creating environments to support this. In 2018 she completed Melbourne University's Professional Certificate in Positive Education and has been instrumental in continuing the embedding of wellbeing science at Perth College. In 2019, Keralee will take on the new role of Head of Learning Engagement.

**Wayne Revitt** BA, DipEd, BEd is the Head of Primary at John Wollaston Anglican Community School. Prior to this, he was Deputy Head of the Preparatory School at Christ Church Grammar School and an Education Consultant at the Association of Independent Schools (AISWA). He is also a co-founder and Chairperson of the Kids Are Kids Therapy and Education Centre, President of IPSHA and sits on the Executive Committee of PESA WA.

**Jayde Robinson-Clancy** BEd (Prim) has worked in youth development, family violence, mental health and wellbeing. Jayde has worked with various womens committees and tirelessly contributes to women's rights and wellbeing causes. She has a Bachelor of Social Science and has completed studies in Community Development and Regional Education. Jayde is passionate about helping young women discover what social factors may be impacting them and how they can make positive changes through their own agency and empowerment.

**Annika Rose** MSc(APP), BSc(Psych) is a Happiness Scientist and teacher of modern mindfulness. She is passionate about creating more thriving minds in the 21st century. Using the science of positive psychology, Annika helps individuals and organisations to work on their wellbeing, master their minds and create more calm and joy.

**Luisa Rossi** is the co-founder of Flourishing Schools and Families, which aims to empower families and school communities with the knowledge, skills and confidence to support themselves and future generations to flourish. Luisa is a parent of two teenage children and an Educational and Developmental Psychologist with 20 years' experience working with children, families and teachers in schools, and more recently in private practice at Milestones Clinic.

**Kristine Sanders** BLearnManage (EC), ProfCert (PosEd) is an early childhood educator who has benefitted from a vast array of educational experience both nationally and internationally and currently teaches Year 1 at Perth College. She is passionate about nurturing the development of social, emotional and cognitive behaviours from an early age. Her view is that if you empower individuals by way of positive psychology and the development of wellbeing, they will have the resources for improved mental health and wellbeing throughout their lives.

**Anna Sangster** is a naturopath with nearly two decades of clinical experience. She established Perth Health and Fertility in 2004 as a centre of naturopathic excellence, employing naturopaths who specialise in the area of general naturopathy and reproductive health. Anna is currently completing her Masters of Reproductive Medicine through the University of NSW.

**Ellie Scarf** BA, LLB is a coach, consultant and facilitator (and former lawyer!) with more than 10 years' experience working with individuals and teams to support organisational objectives as well as the personal growth of those she works with. Ellie is a member of the University of Sydney Coaching and Mentoring Association (USCMA) and the International Society for Coaching Psychology (ISCP). Ellie works closely with Dr Suzy Green as a Senior Associate of The Positivity Institute, based in Perth.

**Fiona Shand** BA (Ed), GradDip (HealthPromo) is the Senior Deputy Head of Primary at John Wollaston Anglican Community School. Fiona implements many of the pastoral programmes at John Wollaston and has previously worked in Health Promotion with the Heart Foundation and Australian Red Cross.

**Andy Skidmore** BArtsMed is passionate about equipping young people to grow as leaders by taking a wellbeing approach and fostering and growing positive, intentional, meaningful relationships. Andy's vision is to build community so young people are known and loved. When he was 21, he founded the not-for-profit, social enterprise Burn Bright. Burn Bright partners with schools to deliver student leadership, wellbeing programmes and national camps. Andy has the privilege of leading a team of committed people who carry out their mission of igniting young

people's potential in schools across Australia. Burn Bright is a 'relationships first' organisation where relationships within the team and the community are placed with greatest importance above anything they do. Andy is actively involved in the National Student Leadership Forum hosted by Australia's federal politicians in Canberra annually. He graduated from Macquarie University with a Bachelor of Arts-Media, and actively seeks to further understand the dynamics of effective communication interpersonally and across communities and our society. With a major in digital and online spaces, Andy is highly capable in understanding social networks and the intricacies of online environments and the role they play within our relationships.

**Brooke Tonev** BCom, BSc (SoSc), GradDipEd graduated from Curtin University with a double degree in Politics/History and Business and, after working in both the private sector and government, locally and in Canberra for several years, she returned to university study at Murdoch to complete her Graduate Diploma in Education (HASS & ESL). Brooke is currently a secondary school HASS teacher at Perth College who has worked with students focusing on skills of resilience, mindset, failure, mindfulness, learning styles and understanding the neuroscience of stress. With a passion in this area she works with students to complete not only their academic studies but to extend it further to understanding how to improve the skills around thinking and completing study. Brooke recently completed a certificate from HarvardX and the Smithsonian Museum. Over the last two years she has engaged Year 7 students to look at differentiation and thinking about failure.

**Galen Townson** is a senior leader with 25 years in strategic execution, complex programmes and change. He leads CEWA's project for system and culture change to prevent child abuse, help children feel safe, and support wellbeing and learning. He is also a UN advisor and teaches project management to MBA level.

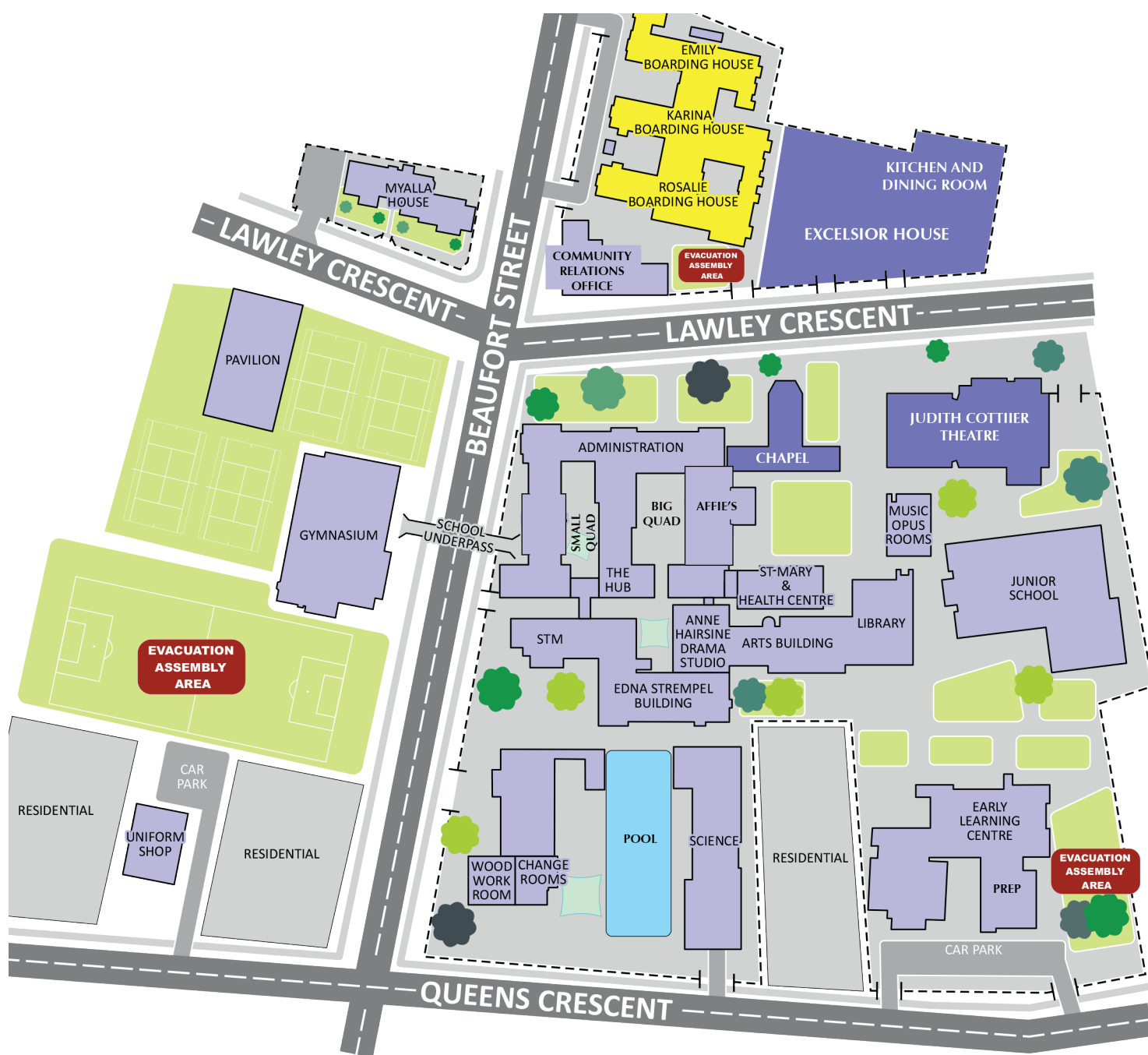
**Kate Walton** is a teacher, School Psychologist and Licensed URSTRONG Presenter - an award-winning friendship programme that empowers students in Years 1 to 6 with the skills, language, and self-confidence to be better friends and develop healthier relationships. As an educator and mum, Kate is committed to empowering children with the skills and language to create healthy relationships.

**Kirstie Walker** MAPP is a wellbeing educator with a passion for promoting children's resilience and growth mindset. She worked as a nurse and senior project officer before studying a Masters of Applied Positive Psychology. Now she focuses on applying positive psychology principles to improve and develop children's mental health and wellbeing.

**Jo Wiese** BA (HonPsych), GradDipEd (SchPsych) is a co-founder of Flourishing Schools and Families, which aims to empower families and school communities with the knowledge, skills and confidence to support themselves and future generations to flourish. Jo is a registered psychologist and trained teacher and the mother of three children aged 12 to 19. Working as a School Psychologist for 17 years she developed a passion for Positive Psychology and Positive Education. She is a trainer for the Institute of positive education at Geelong Grammar School and a trainer for Mindful Meditation Australia.

**Tim Wong** is a Registered Psychologist with over 20 years' experience working with children and adults. After leading the school psychology team at Catholic Education Western Australia, he is now a senior consultant and lead practitioner helping shape the approach and support to realise a child-safe culture across 162 Catholic schools and care centres. He received his Bachelor of Psychology and Diploma in Education from the University of Western Australia. When the need arises, Tim writes about himself in the third person.

**Mary Wood** is the Founder and Director of AdventureWorks WA. She has experience in health, training, facilitation and coaching, recruitment, managing teams and community and stakeholder engagement, and has owned and operated her own business for 25 years. Through her personal and professional development work, Mary has developed a passion and curiosity about human behaviour and what inspires and motivates people at the deepest level. She believes we learn by doing and that experiential learning plays a big role to inspire others to have belief in their ability, control their lives, have choice in their behavior to realise their dreams and potential.



Positive Education Conference Workshop and Keynote addresses

Excelsior House	
Excelsior House Rooms 1 to 6	Ground Floor
Sewell Open Staircase	Ground Floor
Rose Dining Room	Ground Floor
Excelsior House Rooms 5 to 11	First Floor



## **Dress Code**

Dress for the conference is smart casual.

## **Dietary Requirements**

All dietary requirements can be catered for if ordered in advance. Please include any special requirements you may have on your registration form. You may need to make yourself known to the catering staff during the conference if you have special dietary needs.

## **Airport Transfers**

Perth Airport is approximately 15 minutes from Perth CBD and Perth College, which is situated in Mount Lawley. There are taxis, car rentals and the Perth Airport Shuttle. For more information please visit <http://www.perthairport.com.au>.

## **Weather**

In spring (September to November) days are warm and sunny, especially from October and November with daily temperatures of around 20°C to 25°C. There is little rainfall at this time of year and Western Australia comes alive with colourful wildflowers.

## **Cancellation Policy**

The following outlines the cancellation policy for the 2018 Positive Education Conference in Perth on Saturday 27 October 2018.

### **Substitution:**

- If, after booking a place at the 2018 Positive Education Conference in Perth, you are unable to attend, you are welcome to nominate someone else to attend in your place at no additional cost.
- Please advise substitutions in writing to Deb Perich ([Inside.Out@pc.wa.edu.au](mailto:Inside.Out@pc.wa.edu.au)) so a correct nametag will be available at the registration desk.

### **Cancellation and refunds**

- Cancellation more than 30 days before the event: 100 per cent refund
  - Cancellation less than 30 days, but more than 14 days: 50 per cent refund
  - Cancellation less than 14 days: No refund
  - Cancellation must be in writing. The effective date is the date of receipt by Perth College
- Trybooking fees cannot be refunded once the transaction has been completed.

## **Programme Disclaimer**

Please note, the event programme and guest speakers are subject to change. The speakers, topics and times are correct at the time of publishing, however, in the event of unforeseen circumstances, the organisers reserve the right to alter or delete items from the conference programme.

## **Privacy Act**

Information collected for this event will not be disclosed to third parties and will be used in accordance with the Perth College Privacy Policy <http://www.perthcollege.wa.edu.au/contact/privacy>.

## **Admission**

Conference name badges are required for access to all workshop sessions. Name badges will be supplied at the conference registration table.

## **Certificate of Attendance**

A personalised certificate of attendance will be available upon request. These will be posted after the conference.

### **Mobile Phones**

As a courtesy to your speakers and your fellow attendees, please switch your mobile phone to silent while attending the presentations.

### **Photography**

Any photography, filming, taping, recording or reproduction in any medium including via the use of tripod-based equipment of any of the programmes presented at the conference without the express written permission of Perth College or The Positivity Institute is strictly prohibited.

### **Press/Media Centre**

Arrangements for interviews and inquiries concerning news releases and news conference should be directed to the Perth College Communications Manager, Lauren Underhill, via [Lauren.Underhill@pc.wa.edu.au](mailto:Lauren.Underhill@pc.wa.edu.au) or (08) 9471 2125.

### **Registration**

Conference registration will take place in the Judith Cottier Theatre Foyer.

### **Smoking Policy**

Smoking is prohibited anywhere on the grounds at Perth College.

### **Speaker Assistance**

Conference presenters are required to bring their own laptop.

### **Enquiries**

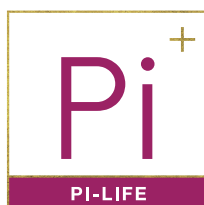
Please direct any registration enquires to Deb Perich via [Inside.Out@pc.wa.edu.au](mailto:Inside.Out@pc.wa.edu.au).



## Creating a flourishing world

The Positivity Institute (PI) is a positively deviant organisation dedicated to the research and practice of well-being science for life, school and work. PI's BHAG (big, hairy, audacious goal) is to create flourishing lives and increase the well-being of the world!

*Dr. Suzy Green, Founder & CEO  
The Positivity Institute*



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